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ABSTRACT

Descriptive characteristics of participants in the 1978 Teacher Corps Conference are first presented in this report. This data includes information on role in the teacher corps project, age, race, and geographic location. The report discusses participants' overall assessments of the sessions they attended daily. The major events of the conference are described, as well as how each event and its component sessions were judged by the participants and how they were selected for follow-up at the project level. The overall evaluations of the entire conference as seen in the post conference ratings of success are presented. A section is included dealing with interpretations of the evaluation data and recommendations for future national conferences. (Author/JD)

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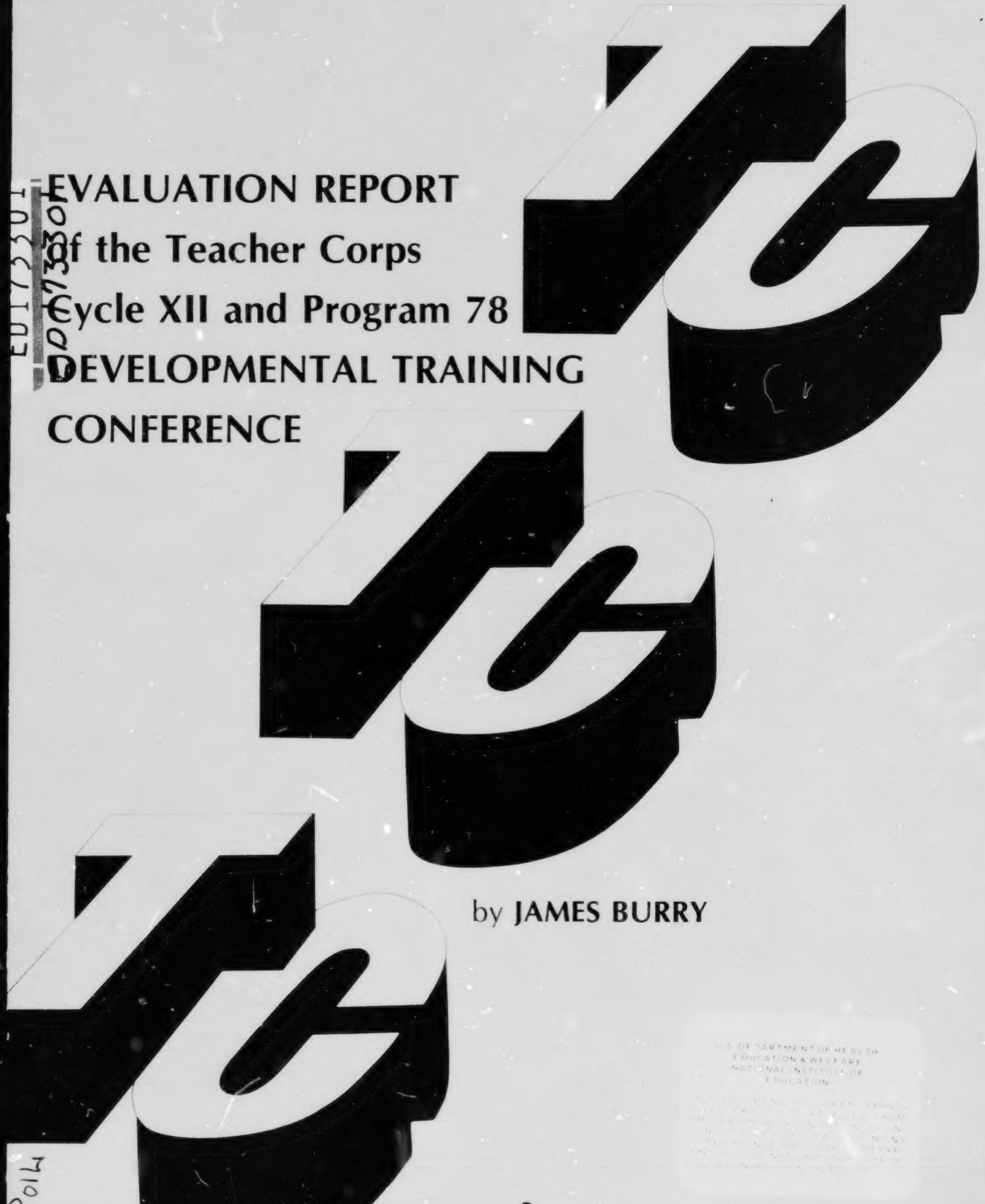
EVALUATION REPORT of the Teacher Corps Cycle XII and Program 78 DEVELOPMENTAL TRAINING CONFERENCE



by **JAMES BURRY**

U.S. DEPARTMENT OF HEALTH
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TEACHER CORPS DEVELOPMENTAL TRAINING ACTIVITIES

EVALUATION REPORT OF THE TEACHER CORPS CYCLE XII AND PROGRAM 78 DEVELOPMENTAL TRAINING CONFERENCE

December 1978

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Project Director: Floyd T. Waterman

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James Burry
Los Angeles

EXECUTIVE SUMMARY

Teacher Corps is funded by the United States Office of Education to strengthen the educational opportunities of children, teachers, and others in the educational community who are unserved or underserved. As of 1977, twelve funding cycles of the program had been initiated and grants to local projects covered a two-year period. As of 1978, amendments to governing regulations increased the funding period of the local project from two to five years.

During the 1978 Teacher Corps National Conference, the changes in governing regulations created a situation in which two entirely different kinds of local projects were in attendance. On the one hand, 41% of the projects participating were under the earlier regulations and were beginning their second and final year of funding. On the other hand, 59% of the projects reflected the newer regulations and were beginning their first year of a five-year funding cycle. The backgrounds and needs of the two kinds of projects were substantially different.

In all, there were approximately 140 local projects in attendance and some 1200 individuals representing various project role groups. Almost 60% of the participants were attending their first Teacher Corps national conference, and almost all of the 1200 people stayed until the conference formally closed. The design of the conference and the content and training it provided were such that in spite of these potential obstacles, the conference was an overall success.

The conference provided training and developmental activities to its participants through a variety of plenary speaker sessions, activities designed for special groups and interests, short skill sessions on a wide range of project concerns, day-long strands dealing with the broad programmatic concerns of Teacher Corps, and forums of general interest and application. A total of 25 major events comprising some 190 activities were conducted and evaluated.

After each day of training, individual projects met in a "teaming session." During these sessions, projects reviewed their experiences and decided which of the day's sessions might be of further use in terms of the project's current and projected plans. This decision took the form of planned follow up on a session; perhaps implementing some of its procedures, perhaps by seeking further training in a particular content area.

The conference evaluation had several components:

- individual session evaluations by the participants
- project follow up reports concerning the relevance of individual sessions to current and planned activities
- a post-conference assessment of the total conference experience
- written explanations of individual sessions, team reports, and post evaluations
- observation of sessions and conversations with participants and presentors

Evaluations of the daily sessions showed that the majority of the participants judged the individual sessions comprising the conference to be of good and, in some cases, of excellent quality. The overall conference evaluations showed the same high levels of success.

From the daily sessions, most teams were able to draw upon the positive experiences that occurred and then were able to plan appropriate implementation or some other form of follow up for the coming year. This congruence between designed presentations and project need contributed to the overall success of the conference.

The report includes the following sections:

1. Introduction
2. The Participants at the 1978 National Conference
3. Participants' Overall Ratings of Sessions
4. The Major Events of the Conference
5. The Post Conference Evaluations
6. Interpretations and Recommendations
7. Appendix A: The Conference Evaluation Materials
8. Appendix B: Rating Breakdown of the 25 Major Events

INTRODUCTION

The Teacher Corps Program is authorized under Title V of the Higher Education Act of 1965 as amended in 1976 (P.L. 94-482). The Teacher Corps' goal is to strengthen the educational opportunities available to children in schools with concentrations of low-income families and to encourage institutions of higher education to broaden their teacher training programs and to participate with local education agencies in the improvement of training and retraining programs for educational personnel. The principal means of achieving that goal consist of:

- attracting and training qualified teachers who will teach in areas with concentrations of low-income families
- attracting and training inexperienced teacher-interns who will be made available for teaching and inservice training
- attracting volunteers to serve as part-time tutors or full-time instructional assistants in programs conducted by LEA's and IHE's serving the target areas
- attracting and training educational personnel to provide relevant training for juvenile, youth, and adult criminal offenders
- supporting demonstration projects for retraining experienced teachers and teacher aides serving in LEA's

From 1966 through 1974 Teacher Corps focused primarily on all but the demonstration concerns listed above. As of 1977, twelve funding cycles of the program had been initiated; grants to individual projects covered a two-year period. As of 1978, amendments to regulations governing the Teacher Corps reflect: Increasing attention to improving the school/learning climate; reforming the training and retraining of educational personnel; greater concern with demonstration, documentation, institutionalization, and dissemination; increasing the funded duration of a Teacher Corps project from two to five years; increasing the collaboration among LEA's, IHE's, and communities in the conception and conduct of local projects; and greater emphasis on local determination of project objectives and design.

The legislation specifies the four following outcomes for Teacher Corps:

1. improved school climate which fosters the learning of children of low-income families
2. improved educational personnel development system for persons who serve or who are preparing to serve in schools for children of low-income families
3. continuation of educational improvement (including products, processes, and practices made as a result of the project) after federal funding ends
4. adoption or adaptation of those educational improvements by other educational agencies and institutions

The regulations also identify five means by which the four principal outcomes will be addressed in the local project:

1. diagnostic and prescriptive approaches to the teaching of all children, especially those in the regular classroom with learning and behavioral problems
2. emphasis on education that is multicultural
3. emphasis on community-based education
4. integrated pre- and inservice training for teachers
5. collaborative governance among IHE's, LEA's, and local communities

Each summer, the Teacher Corps concludes the year's activities with a national developmental training conference which both synthesizes the preceding year's activities and provides training and direction for the subsequent year. Until 1978, before the increased length of the funding period, each conference included projects which were beginning their first year of the two-year funding period as well as projects which were beginning their second, final year of funding. During the 1978 national conference, a total of 140 local projects were in attendance. Of these projects, 58 (41%) reflected the earlier legislation and were beginning their second and final year of funding; these projects are designated as Cycle XII projects. Also in attendance were 82 projects (59%) reflecting the new legislation and which were beginning their first year of a five-year funding cycle; these projects are designated as Program 78. In mid-1979 an additional 40 projects will begin their first year of a five-year funding cycle; these projects will be designated as Program 79. By that time, there will be approximately 80 Program 78 projects beginning their second year of a five-year funding cycle and 40 Program 79 projects beginning their first funding year. Should there be a national conference in 1979, both kinds of projects will be in attendance.

Objectives of the 1978 National Developmental Training Conference

The 1978 Teacher Corps National Developmental Training Conference was held in Washington, D.C., from Saturday, August 5th to Friday, August 11th. The conference was national in that it draws participants representing local Teacher Corps projects from across the United States and its territories.

The 1978 conference was developmental in that it sought to begin a continuum extending throughout the life of a local project. That continuum is concerned with the goals of the Teacher Corps at both the national programmatic and the local project level. This position reflects the developmental nature of the Teacher Corps itself, which intends to begin a systematic effort to improve processes, practices, and products aiming to serve children, teachers, and others in the educational community who are unserved or underserved.

The 1978 conference offered its participants an opportunity to learn through training. This training opportunity consisted of plenary sessions in which speakers shared their experience and knowledge, short skill sessions conducted by presentors drawn from within as well as from outside of Teacher Corps projects, day-long strands dealing with the programmatic concerns of the Teacher Corps, and forums of some general interest to project members.

The 1978 national conference had five broad purposes:

1. to reinforce participants' identity with a national effort aiming to improve school climate, to improve the development of teacher training designs, to institutionalize these improvements, and to demonstrate and disseminate these improvements to others
2. to offer opportunities to participants to share both formally and informally project successes as well as failures
3. to help Teacher Corps professionals examine and analyze major educational and operational problems, processes, and solutions
4. to bring together like-minded professionals in similar roles and functions to exchange experiences on common intellectual and operational problems
5. to bring before a critical audience significant project experience and diverse human and material resources from outside the Teacher Corps for possible use in future Teacher Corps operations

The Structure and Design of the 1978 National Conference

Activities of a specialized nature (to be described later) were held on Saturday and Sunday. Program 78 projects underwent registration on Sunday; there were special sessions for these new projects on Monday and during the morning segment of Tuesday. Cycle XII projects registered on

Monday; there was a separate training session for these projects on Tuesday morning. The two kinds of projects drew together on Tuesday afternoon when skill sessions for all projects were conducted. Strands for all projects were offered on Wednesday and Thursday, and forum activities for all projects were conducted on Friday morning. Luncheon presentations were scheduled each day Monday to Friday and there was a formal banquet presentation on Thursday evening. In addition, project "teaming sessions" were held each day during the late afternoon.

The concept of project teaming was extremely important to the structure of the 1978 national conference. In order to help participants exploit the best that the conference had to offer, each local project team met, at the conclusion of the day's training, in a one-hour long teaming session. During these teaming sessions, projects put their experiences into a context reflecting both local and national concerns for addressing Teacher Corps goals, and decided which of the sessions they had experienced on a given day might be useful in terms of current and anticipated goals and needs of the project. This decision took the form of anticipated follow-up on a particular presentation, perhaps in an attempt to implement procedures or resources offered in a session, perhaps in seeking further training in a content area of importance to the project. Thus, it was important for each project to plan to systematically cover the conference with the intention of staying with an activity until its conclusion.

The 1978 conference differed from previous Teacher Corps conferences. Major emphases addressed essential programmatic outcomes, and there was a deliberate effort to infuse more structure into the 1978 conference experience than had previously been the case. Unlike earlier conferences, the 1978 conference did not offer sessions for the individual role groups within a project. Further, all of the presentors and session developers were urged to relate their planned activities to the four major goals of Teacher Corps - improving school climate; changing teacher training; institutionalization; and demonstration - and to relate these goals to appropriate means of achievement - collaborative governance; community-based education; diagnostic-prescriptive teaching; multicultural education; or the integration of preservice and inservice.

As mentioned previously, sessions of a specialized nature were conducted on Saturday and Sunday. Saturday consisted of special training for the Local Community Council Consultant, a role formulated for Teacher Corps projects as a result of the new governing regulations. Sunday consisted of special training for the project Documentor, both in terms of the intrinsic value of documentation at the local project level as well as in relation to Teacher Corps' efforts in a national evaluation.

On Monday, in addition to sessions for the State Education Agency Liaisons (SEA's) there was a day-long session for Program 78 projects on the theme of teaming for institutionalization, one of the major Teacher Corps goals. On Tuesday, in addition to a day-long Dean's colloquium and a joint session for SEA's and the National Council of States on Inservice Education (NCSIE) in the morning, there was a morning session for Program 78 projects on the issue of the required development of elected community councils; for Cycle XII projects there was a morning session on teaming for institutionalization reflecting the needs of projects beginning their second and final year of funding.

On Tuesday afternoon, skill sessions appropriate for all projects were offered. These skill sessions were intended to provide participants with basic knowledge and comprehension across a wide variety of topics of relevance at the local project level. On Wednesday and Thursday, day-long strands appropriate for all projects were conducted. These strands offered insights into both global and specific programmatic issues related to Teacher Corps. On Friday morning, forums were offered on subjects of general interest.

Depending upon the status of a project - Program 78 or Cycle XII - each of the 140 projects in attendance would consist of members drawn from the following role groups:

Teacher
Team Leader
Community Coordinator
School/Community Council Chair
Local Community Council Consultant
Documentor
Exceptional Child Coordinator
Principal
Project Director
Dean
IHE Representative
Program Development Specialist

Also in attendance at the conference were the network Executive Secretaries, State Education Agency Liaisons, and Teacher Corps Washington Staff.

The project role groups, each of which has an unique position within a project with respect to the Teacher Corps' major goals and means of accomplishing them, should be viewed against the national organizational structure of Teacher Corps, which consists of:

The National Office, headed by a Director, within the U.S. Office of Education and consisting of some 40 individuals in three branches - management, operations, and development.

A system of networks operated by boards with contracted responsibility to identify and meet needs and provide important information links within the project community and among the several projects within a network. Each network is served by an Executive Secretary responsible for carrying out board policy. At the project level, two groups share information, guide the projects, and provide community-based support. These groups consist of an elected community council and a project policy board, the nucleus of which is the Dean of the Institution of Higher Education (IHE), the Superintendent of the Local Education Agency (LEA), and the Chairperson of the Community Council. At the local level there is a collaborative arrangement between a university, a school district with typically up to four schools participating, and the community served by those schools.

The organization of a typical Teacher Corps project attempting to achieve the four stipulated outcomes via the enabling means, consists of the following: At least one but not more than four schools (where elementary schools must be Title I eligible) within a feeder system; a team of at least four teacher-interns and one experienced teacher as a team leader; an elected community council having at least seven members; an institution of higher education; a local education agency; and other institutions and agencies such as correctional institutions, teacher organizations, professional associations, social service agencies, and students.

At the 1978 national conference, Cycle XII teams consisted of the Director, Program Development Specialist, Principal, Community Coordinator, School/Community Council Chair, Teacher, Exceptional Child Coordinator, Team Leader, and Dean.

Program 78 teams consisted of the Director, Local Community Council Consultant, Teacher, IHE Representative, Dean, Documentor, and Principal.

Prior to arriving at the national conference, each project received a pre-conference organizer describing the purposes and structure of the conference and descriptions of all activities to be offered; this organizer stressed the responsibility of the local project to devise a system emphasizing conference coverage at the project level.

A copy of the final conference agenda is reproduced on the following page. This agenda was part of a brochure which each participant received at registration. This brochure, in addition to explicating the purpose and structure of the conference, described each session, its objectives, and means of attaining the objectives.

Participants, at both the individual level and as members of project teams, were asked to evaluate the content and form of the conference. Each session listed in the brochure had a code number to be used for the purposes of evaluation.

Structure of the 1978 Conference Evaluation

The 1978 conference evaluation had several components:

1. For each session attended, participants completed an individual session evaluation
2. At the end of each day, project teams pooled their daily experiences on a team report and decided which sessions in the future they would either follow up on or ask for further assistance in terms of their current or projected plans and activities
3. At the conclusion of the conference, each participant was asked to complete an evaluation of the overall conference as well as to furnish demographic information of interest to Teacher Corps
4. Each distinct evaluation measure asked for written comments and explanations of ratings
5. Informal observations of sessions and conversations with participants and presentors

TEACHER CORPS NATIONAL DEVELOPMENTAL CONFERENCE

	Saturday August 5	Sunday August 6	Monday August 7	Tuesday August 8	Wednesday August 9	Thursday August 10	Friday August 11
MORNING	8:30 Local Community Council Consultant Training 11:30	9:00 Program 78 Registration 10:00 Documentor's Training Program 78	9:00 Cycle XII Registration 8:30 State Education Agency Liaison 8:30 Program 78-Teaming for Institutionalization	8:30 Deans' Colloquium Community Council Elections Program 78 8:30 SEA and NCSIE Cycle XII - Teaming for Institutionalization 11:30	STRANDS 8:30 - 11:30 Concurrent Sessions Multicultural Demonstration Planning History of Change	STRANDS 8:30 - 11:30 Concurrent Sessions Community Based Education Evaluation Exceptional Child Component Documentation	8:30 FORUMS 14 Concurrent Sessions 11:30
	12:00 - 1:30 LUNCH		12:00 - 1:30 LUNCH (78 ONLY)	12:00 - 1:30 LUNCH	12:00 - 1:30 LUNCH	12:00 - 1:30 LUNCH	12:00 - 2:30 LUNCH and Concluding Session
AFTERNOON	1:30 LCCC Training Continued 5:30	Program 78 Registration 6:00 Documentor's Training	Cycle XII Registration 2:00 Program 78 Teaming Continued 5:00	Deans' Colloquium (continued) 2:00 Skill Session 5:00	2:00 - 5:00 Strands Continued	2:00 - 5:00 Strands Continued	
		6:30 Program 78 Opening Session	5:30 - 6:30 Local Teams Meet	5:30 - 6:30 Local Teams Meet	5:30 - 6:30 Local Teams Meet	5:30 - 6:30 Local Teams Meet	
			7:30 Reception: Program 78 and Cycle XII			8:00 Banquet	

At the time of registration, each participant received instructions for the conference evaluation and a packet of materials containing sufficient copies of the individual session evaluations and a copy of the post conference evaluation. Each project director received sufficient copies of the team report form to last the week, as well as a code number to identify the project. Copies of the evaluation materials are reproduced in Appendix A.

Structure of the Daily Evaluations

Assessments of the daily sessions are based on the individual evaluations and on the team reports: The former measure provides an index of a session's success in terms of six specific objectives reflecting the purposes of the conference; the latter measure represents an index of the collective experience of project members and how a session might be used in the future to meet implementation needs.

Individual Evaluations. On the individual evaluations, in addition to providing project number, project status (Program 78 or Cycle XII), and role group, participants wrote in the number of the session they were evaluating and then rated the session in terms of the following six objectives:

1. Session's statement of purpose and goals
2. Session's achievement of purpose and goals
3. How the session helped clarify Teacher Corps goals and the means of accomplishing these goals
4. How the session related its content to other programmatic concerns
5. Contribution of the session to personal knowledge, comprehension, or ability to deal with the subject presented
6. Contribution of the session in relation to project plans, objectives, and needs

This measure provided an index of session success on a four-point scale from excellent to poor and, in addition, provided space for participants to comment on the session. The rating scale also had the option "unable to judge" the session for each of the six objectives listed above.

Team Reports. The individual evaluations provided the basis for discussion during the evening teaming session when projects decided which of the sessions experienced that day would be useful for later follow up or further training in terms of project activities. During this teaming session, projects used a form to list these sessions and to state the reasons for such follow up.

The Post Conference Evaluation

The post conference evaluation provided information on the following demographic variables:

1. Project number
2. Project status (Cycle XII or Program 78)
3. Participant's role group
4. The day the participant departed the conference
5. Age
6. Sex
7. Race
8. Where raised during childhood
9. Location of project
10. Number of Teacher Corps national conferences attended
11. For project directors only, whether individual is on a tenure track at a college or university

This measure also included a four-point scale from excellent to poor asking participants to rate the total conference in terms of:

1. Contribution to personal understanding of Teachers Corps goals/means
2. Contribution to project's planned activities
3. Helping project member with individual responsibilities
4. Contribution of the project teaming sessions
5. Organization and processes of the Conference

This scale also included the "unable to judge" option for each objective, and participants were asked to list suggestions for future national conferences.

In all, some twenty-five major events were conducted during the 1978 national conference. Many of these events consisted of more than one discrete activity; a total of 189 separately identifiable activities were offered within the twenty-five major events. Each of these 189 activities was evaluated.

Structure of the Evaluation Report

The remainder of this report is structured as follows: First, information is presented on the people who attended the 1978 conference, at least as its composition is reflected in the post conference demographic data. Second, the report discusses participants' overall assessments of the sessions they attended daily. Third, the major events of the conference are described, as well as how each event and its component sessions were judged by the participants and how they were selected for follow up at the project level. Fourth, the overall evaluations of the entire conference as seen in the post conference ratings of success are presented. And finally, there is a section dealing with interpretations of the evaluation data and recommendations for future national conferences.

THE PARTICIPANTS AT THE 1978 TEACHER CORPS NATIONAL CONFERENCE

The descriptive characteristics of the audience of the 1978 national conference are based on the approximately 600 people who completed and returned post-conference evaluations. Since the national conference was attended by around 1200 participants, the 600 returns on the post evaluations represent 50% of the people in attendance.* These 600 people also represent 129 of the approximately 140 Teacher Corps projects in attendance at the conference and therefore post conference coverage by projects is approximately at the 93% level; of the eleven projects not represented in the post conference data, eight were from Cycle XII and three were from Program 78.

In the following tables showing the characteristics of the participants at the conference, percentages reported have been adjusted for missing cases; these missing cases consist of responses in which categorical information is missing or which were rejected during computer analysis. Cumulative percentage frequencies are reported where appropriate.

Attendance by Project Status

Broken down by project status, Cycle XII or Program 78, and with 23 missing cases, projects were represented in the post conference evaluations as follows:

Table 1: Project Status

Project Status	Number of Individuals Reporting	Percentage
Cycle XII	258	45
Program 78	319	55
	577	100

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* Daily responses represented 98% return of participants. See page 24.

Of the 140 projects in attendance, 58 consisted of Cycle XII projects and 82 consisted of Program 78 projects. In the post conference evaluations, 129 projects are represented: Fifty-five of the 58 Cycle XII projects (95%), and 74 of the 82 Program 78 projects (90%). Of these 129 projects, the average number of team members reporting, both for Cycle XII and Program 78, is approximately five. The range is from one to ten.

Attendance at the Role Group Level

Broken down by role group and with 38 missing cases, the project members reporting out on the post conference evaluations represent the 16 role groups in the following percentages:

Table 2: Role Group

Role Group	Number Reporting	Percentage
Teacher	79	14
Team Leader	33	6
Community Coordinator	34	6
School/Community Council Chair	40	7
Local Community Council Consultant	25	4
Documentor	44	8
Exceptional Child Coordinator	13	2
Principal	68	12
Director	98	17
Dean	20	4
IHE Representative	26	5
Program Development Specialist	35	6
Executive Secretary	2	<1
SEA Representative	7	1
TC Washington Staff	1	<1
Other	37	7
	562	100

Length of Stay

With 83 missing cases, the vast majority of the participants reporting stayed for the entire conference:

Table 3: Day of Departure

Day	Number Departing	Percentage	Cumulative Frequency
Monday	1	<1	<1
Tuesday	1	<1	<1
Wednesday	5	1	1
Thursday	29	6	7
Friday	481	93	100
	517	100	

Age

With 33 missing cases, the category of age broke down as follows:

Table 4: Age

Age	Number Reporting	Percentage	Cumulative Frequency
under 20	1	<1	<1
20-24	6	1	1
25-29	49	9	10
30-34	108	19	29
35-39	109	19	48
40-44	86	15	63
45-49	91	16	79
50-54	73	13	92
55-59	31	5	98
60-64	9	2	99
over 64	4	1	100
	567	100	

Sex

With 41 missing cases, the population reporting consisted of:

Table 5: Sex

Sex	Number Reporting	Percentage
Male	280	50
Female	279	50
	559	100

Race

With 46 missing cases, this category broke down as follows:

Table 6: Race

Race	Number Reporting	Percentage
Anglo	347	63
Asian	7	1
Black	145	26
Hispanic	22	4
Native American	12	2
Other	21	4
	554	100

Where Lived During Childhood

With 39 missing cases, this category broke down as follows:

Table 7: Where Lived During Childhood

Location	Number Reporting	Percentage
Rural	116	21
Small Town (under 10,000)	89	16
Small City (10,000-50,000)	102	18
City (over 50,000; Inner)	169	30
City (over 50,000; Suburbs)	85	15
	561	100

Location of Project

With 51 missing cases, this category broke down as follows:

Table 8: Location of Project

Location	Number Reporting	Percentage
Rural	103	19
Small Town (under 10,000)	43	8
Small City (10,000-50,000)	67	12
City (over 50,000; Inner	276	50
City (over 50,000; Suburbs)	60	11
	549	100

Number of Conferences Attended

With 55 missing cases, this variable - showing to some extent prior experience with Teacher Corps - broke down as follows:

Table 9: Conferences Attended

Number Attended	Number Reporting	Percentage	Cumulative Frequency
1*	323	59	59
2	102	19	78
3	49	9	87
4	40	7	94
5	13	2	97
6	6	1	98
7	7	1	99
8	3	< 1	99
9	2	< 1	100
	545	100	

*Have attended no previous Teacher Corps National Conferences

Number of Project Directors on a Tenure Track

In a previous category dealing with role groups, 98 responses indicated Project Director role; there were 38 missing cases across all role categories. The present item, dealing with numbers of Directors on a tenure track at a college or university, was answered by 109 respondents. If respondents read the item correctly, and all responses were indeed made by project directors, then 11 of the missing cases in the earlier role variable are now accounted for with 109 Directors reporting. The item reflecting tenure was answered as follows:

Table 10: Directors on Tenure Track

Tenure Track	Number Reporting	Percentage
Yes	73	67
No	36	33
	109	100

Summary

Of the participants at the 1978 national conference who responded to the post conference evaluation, 45% were from Cycle XII projects and 55% from Program 78. At the project level, 55 were Cycle XII and 74 were Program 78, representing 95% and 90% respectively of the two kinds of project in attendance. Projects are represented on the average by 5 members. The vast majority of the participants (93%) remained until the conclusion of the conference. Roughly equal proportions of the participants were above and below 40 years of age. Sex is equally represented between males and females. Anglos, Asians, Blacks, Hispanics, Native Americans, and "other" account for 63%, 1%, 26%, 4%, 2%, and 4% of the respondents respectively. Almost 60% of the participants were attending their first Teacher Corps national conference and a cumulative total of almost 80% were attending their first or second national conference.

The post conference data, which reflect approximately 50% of the participants in attendance, appear to be well distributed in terms of expected levels of response by composition of role group. They are not biased by extremely high or low observed numbers of responses, as compared to expected numbers of responses, by any one role group and are therefore representative of the total population both numerically and in role group composition.

For example, given the different composition of Cycle XII and Program 78 projects, certain roles would be expected to have maximum attendance levels of approximately 140 when they are represented in both Program 78 and Cycle XII projects, 82 if they are represented only in Program 78 projects, and 58 when they are represented only in Cycle XII projects. A 50% sample of each of these kinds of roles would lead to expected values of approximately 70, 40, and 30.

Teachers, Principals, Directors, and Deans, each of whom is represented in both kinds of project, should appear at the 70 level based on a 50% sample. Teachers, Principals, and Directors, as seen in Table 2, conform to these expectations, with Directors represented at a somewhat higher level than expected. Deans appear to be lower than maximum expectancies but, given the demands on their time, it might be noteworthy that so many of them remained, and reported, at the end of the conference.

Local Community Council Consultants, Documentors, and representatives of Institutions of Higher Education, each of whom is represented only in Program 78 projects, should appear at the 40 level based on a 50% sample. Documentors appear at the expected level; the Local Community Council Consultants and the IHE representatives appear to be somewhat lower than expected. However, at the time of the 1978 conference, not all Program 78 projects in attendance had been able to identify a consultant or an IHE representative, and so the numbers of each of these roles reporting is probably close to expected levels.

Team Leaders, Community Coordinators, School/Community Council Chairs, Exceptional Child Coordinators, and Program Development Specialists, each of whom is represented only in Cycle XII projects, should appear around the 30 level based on a 50% sample. Each of these roles, but for the Exceptional Child Coordinators, conforms to expectancies. However, not every Cycle XII project need have an Exceptional Child Coordinator in attendance, and so the observed number for this group is probably quite representative of the actual number in attendance.

Executive Secretaries and staff of Teacher Corps Washington, each of which consists only of a dozen or so individuals, are not proportionately represented in the data. The heavy administrative and logistical load on these people on the closing day of the conference probably accounts for the lack of representation.

PARTICIPANTS' OVERALL RATINGS OF SESSIONS

As indicated earlier, one of the measures used in the evaluation was designed to allow participants to rate each session they attended in terms of six objectives relating to the intended outcomes of the conference as well as to the stipulated design for the sessions. These six objectives reflected:

a. statement of purpose and goals
b. achievement of purpose and goals
c. clarification of Teacher Corps goals and means
d. attempt to relate content to other sessions
e. contribution to participant's knowledge
f. contribution to project plans and needs

This measure also asked participants to supply information on their project number, project status (Cycle XII or Program 78), and their role group. The measure also had a line indicated on which to write the number of the session being rated (these numbers were printed adjacent to each session description in the conference agenda).

Participants were asked to rate each session attended in terms of the six objectives on a scale of 1 to 5 as follows: 1 = excellent; 2 = good; 3 = fair; 4 = poor; and 5 = unable to judge. This rating item was accompanied by specific written instructions as to the direction of the scale, and each numerical point on the scale appeared under a semantic differential description of the meaning of the point value (from excellent to unable to judge). When data were keypunched and programmed for computer analysis, the direction of the scale was reversed so that excellent became 4; good became 3; fair became 2; and poor became 1. Unable to judge was now read as a non-numerical value which was not entered into the rating computations.

The category of "unable to judge" was included in an attempt to increase the validity of the measure. For instance, for participants new to Teacher Corps, and that is the case for many of the people in Program 78, some of the clarifications and relationships that a session might try to make, and would be judged upon, might not be clear because of participants' relative unfamiliarity with Teacher Corps. Further, these clarifications, and especially programmatic and other thematic relationships, might be unclear to many participants or at best still fluid in the first day or two of the conference. It may be difficult to see relationships when one has attended at most one or two sessions; it is possible that such relationships will become more apparent as a function of participation in several sessions over time. Beyond that, it is also possible that other objectives - such as contribution to project plans or to participant knowledge - will not be entirely clear at the time that the rating is made. These contributions might be perceived during an evening teaming session, or after a participant has left the conference and begun to reflect on the session or examine its materials and resources.

For these reasons, the response category of unable to judge, as a non-numerical expression, was intended to increase the fairness of the measure as an index of session success and to add to its accuracy or validity.

The remainder of this section of the report summarizes some of the major findings based on the individual session ratings. A later section amplifies these broad findings by discussing the major conference events and how they were judged on the multiple bases of individual ratings, team reports, and the participants' written comments.

SUMMARY OF MAJOR FINDINGS

Numbers Reporting on Individual Session Evaluations

Over the seven days of the conference, approximately 8,600 individual session ratings were returned. After screening these returns for completeness and readability of entries, approximately 300 individual ratings were eliminated from further processing; they could not be used either because they provided no or confusing information concerning the session being rated. When data were coded and analyzed during computer analysis, few additional unusable session evaluations were encountered and overall evaluations are therefore based on approximately 8,300 individual returns. For any individual item on an evaluation form, however, there are usually some missing cases.

The daily session evaluations represent 137 of the 140 project teams, or 98% of all projects in attendance. The range of individual responses representing members of separate projects is from one to 168; the average number of individual evaluations at the team level is 61. The total number of ratings processed was 8,284. With slightly over 100 missing cases, Cycle 12 projects accounted for 3,760 individual responses - 46% of the total; Program 78 projects accounted for 4,410 individual responses - 54% of the total. These percentages correspond almost exactly with the proportion of the total population, as seen in Table 1 in the preceding section, accounted for by Cycle XII and Program 78 projects. Each participant submitted an average of seven individual session evaluations during the conference; this number, given the structure of the 1978 conference, is probably close to - perhaps a little less than - the average number of sessions attended by a participant.

Numbers of Daily Evaluations

With only 20 missing cases, the numbers of individual session evaluations by day broke down as follows:

Table 11: Numbers of Ratings Returned by Day

Day	Number Reporting	Percentage
Saturday	30	<1
Sunday	71	<1
Monday	809	10
Tuesday	1693	20
Wednesday	2800	34
Thursday	2549	31
Friday	312	4
	8264	100

Numbers of Individual Ratings by Role Group

With approximately 400 missing cases, individual session evaluations made by the 16 role groups in attendance were as follows:

Table 12: Individual Evaluations by Role Group

Role Group	Number of Evaluations	Percentage	(Role Group Representation in Post-Conference Evaluations*)
Teacher	1045	13	(14)
Team Leader	442	6	(6)
Community Leader	596	8	(6)
School/Community Chair	696	9	(7)
Local Community Council Consultant	468	6	(4)
Documentor	554	7	(8)
Exceptional Child Coordinator	174	2	(2)
Principal	943	12	(12)
Director	1189	15	(17)
Dean	351	4	(4)
IHE Representative	274	3	(5)
Program Development Specialist	522	7	(6)
Executive Secretary	11	< 1	(<1)
SEA Representative	76	1	(1)
TC Washington Staff	20	< 1	(<1)
Other	496	6	(7)
	7857	100	(100)

* The post conference role group representation is included in this table to permit easy comparison with the findings reported in Table 2 in the

preceding section. The two sets of percentages show an almost exact correspondence between role group proportions accounted for in the post conference data and daily session evaluations. That the two sets of percentages are so close suggests that the data returned and the interpretations they lead to, represent both the total population and the population stratified by role group.

The ratings of the 25 major events appear in Appendix B. Each session evaluation shows: The title of the session and the presentors; the total number of ratings made of the session; the average rating of the session on each objective; its overall rating; and where appropriate, differential ratings showing how the session was judged vis-a-vis Cycle XII versus Program 78 projects. In addition, for each session there is a listing of the role groups in attendance, the numbers of ratings made by each role group, and the ratings of the session made by each role group. There may not always be complete correspondence between total numbers of ratings made and numbers of ratings made by separate role groups because of missing role group information on the evaluation form.

Frequency of Ratings by Major Event

Table 13: Frequency of Ratings by Major Event

Session	Number of Evaluations	Percentage
1. Local Community Council Consultant Orientation	30	<1
2. Opening Session; Program 78	71	1
3. State Education Agency Liaisons	31	<1
4. Planning for Institutionalization; Program 78	574	7
5. Luncheon Speech; Monday	142	2
6. Conference Opening Session; Program 78 and Cycle XII	62	1
7. Deans' Colloquium	182	2
8. Joint Meeting; SEA Liaisons/National Council of States on Inservice Education	8	<1
9. Planning for Institutionalization; Cycle XII	392	5
10. Development of Elected Community Councils	296	4
11. Luncheon Speech; Tuesday	155	2

(Table continues on next page)

12.	Skill Sessions	660	8
13.	Strand I: The History of Change	757	9
14.	Strand II: Demonstration	413	5
15.	Strand III: Education That is Multicultural	828	10
16.	Strand IV: Planning	623	7
17.	Luncheon Speech; Wednesday	179	2
18.	Strand V: Community-Based Education	830	10
19.	Strand VI: Evaluation	615	7
20.	Strand VII: The Exceptional Child	540	6
21.	Strand VIII: Documentation	391	5
22.	Banquet Address	46	1
23.	Luncheon Speech; Thursday	127	1
24.	Forums	280	3
25.	Luncheon Speech; Friday	32	<1
		8264	100

Percentages of Rating Categories Reported for the Six Objectives

For each of the six objectives on the session evaluation measure, participants could use one of five rating options (excellent to unable to judge) to indicate their perception of how well a given session had achieved each of the objectives. Tables 14 through 20 show the percentages of rating categories reported for these objectives. The percentages are aggregated across all sessions offered and all ratings returned over the seven days of the conference. Aggregates for Objectives A through F (as described on page 22) appear in Tables 14 through 19 respectively; Table 20 synthesizes these tables and shows percentages of rating categories reported across all six objectives.

Using Table 14 as an example of how data are aggregated, it can be seen that across all the sessions offered at the 1978 conference, 1% of the raters were unable to judge sessions' success on Objective A of the evaluation measure; 3% rated sessions as poor on this objective; 12% as fair; 44% as good; and 40% as excellent. This kind of information, in conjunction with other rating information reported in Tables 21 - 23, provides a summary of participants' overall assessments of the sessions they attended.

Objective A

Table 14: Statement of Purpose and Goals

Rating	Number Reporting	Percentage
Unable to Judge	63	1
Poor	220	3
Fair	992	12
Good	3628	44
Excellent	3321	40
	8224	100

Objective B

Table 15: Achievement of Purpose and Goals

Rating	Number Reporting	Percentage
Unable to Judge	108	1
Poor	417	5
Fair	1472	18
Good	3376	41
Excellent	2802	35
	8175	100

Objective C

Table 16: Clarification of TC Goals/Means

Rating	Number Reporting	Percentage
Unable to Judge	238	3
Poor	370	5
Fair	1575	19
Good	3522	43
Excellent	2444	30
	8149	100

Objective D

Table 17: Relating Content to Other Sessions

Rating	Number Reporting	Percentage
Unable to Judge	588	7
Poor	420	5
Fair	1734	22
Good	3079	38
Excellent	2259	28
	8080	100

Objective E

Table 18: Contribution to Knowledge

Rating	Number Reporting	Percentage
Unable to Judge	106	1
Poor	496	6
Fair	1567	19
Good	3170	39
Excellent	2850	35
	8189	100

Objective F

Table 19: Contribution to Project Plans and Needs

Rating	Number Reporting	Percentage
Unable to Judge	307	3
Poor	452	6
Fair	1526	19
Good	3080	38
Excellent	2776	34
	8141	100

On the first objective, with 60 missing cases, 1% of the participants were unable to judge sessions' success; 3% rated the sessions as poor; 12% as fair; 44% as good; and 40% as excellent. On the second objective, with 109 missing cases, 1% of the participants were unable to judge sessions' success; 5% rated the sessions as poor; 18% as fair; 41% as good; and 35% as excellent. On the third objective, with 135 missing cases, 3% of the participants were unable to judge sessions' success; 5% rated the sessions as poor; 19% as fair; 43% as good; and 30% as excellent. On the fourth objective, with 204 missing cases, 7% of the participants were unable to judge sessions' success; 5% rated the sessions as poor; 22% as fair; 38% as good; and 28% as excellent. On the fifth objective, with 95 missing cases, 1% of the participants were unable to judge sessions' success; 6% rated the sessions as poor; 19% as fair; 39% as good; and 35% as excellent. On the final objective, with 143 missing cases, 3% of the participants were unable to judge sessions' success; 6% rated the sessions as poor; 19% as fair; 38% as good; and 34% as excellent. Looking across all six objectives reflecting overall session success, the following average percentages of ratings by participants emerge:

Table 20: Conference Success Across All Sessions/Objectives

Rating	Number	Percentages
Unable to Judge	235	3
Poor	396	5
Fair	1477	18
Good	3309	40
Excellent	2742	34
	8159	100

Overall, then, approximately 3% of the participants were unable to judge sessions' success across all objectives; percentages of poor ratings ranged from 3% to 6% with an average of 5% of the participants rating the sessions as poor; percentages of fair ratings ranged from 12% to 22% with an average of 18% of the participants rating the sessions as fair; percentages of good ratings ranged from 38% to 44% with an average of 40%

of the participants rating the sessions as good; percentages of excellent ratings ranged from 28% to 40% with an average of 34% of the participants rating the sessions as excellent. Percentage of participants rating the sessions as good or excellent was never less than 66% and ranged as high as 84%. These findings, as will be seen in the section of the report discussing data from the post conference measure, (see especially Tables 24 to 29 on pages 78 to 80), are consistent with participants' overall assessments of conference success. At the levels of aggregated daily session success and overall conference success, the two measures show a high correlation.

Ratings of Objectives by Total Population

The scale for this table is 1 to 4; 1 = poor, 2 = fair; 3 = good; 4 = excellent. The table shows average ratings, across all sessions offered, for the six objectives on the session evaluation measure.

Table 21: Ratings of Objectives by Total Population

Objective	Average Rating
Statement of Purposes and Goals	3.2
Achievement of Purposes and Goals	3.1
Clarification of TC Goals and Means	3.0
Relating Content to Other Sessions	3.0
Contribution to Personal Knowledge	3.0
Contribution to Project Follow Up	3.0
OVERALL	3.1

Once again these findings are almost totally consistent with the data obtained from the post conference measure; the overall success of sessions is somewhat better than good. The variation among sessions, to be discussed in the next section of the report, ranges from 1.9 (less than good) to 3.6 (close to excellent).

Ratings of Objectives by Role Group

The following table, with 535 missing cases, shows how the 16 role groups in attendance perceived the success of sessions across the six major objectives:

Table 22: Ratings of Session Objectives by Role Group

Role Group	Statement of Purpose & Goals: Rating	Achievement of Purpose & Goals: Rating	Clarification of TC Goals: Rating	Rel. Content to Other Sessions: Rating	Contribution to Knowledge: Rating	Contribution to Project: Rating	Average	N Reporting
Teacher	3.3	3.1	3.0	3.0	3.0	3.0	3.1	1035
Team Leader	3.3	3.1	3.1	3.0	3.1	3.1	3.1	441
Community Coordinator	3.1	3.0	3.1	3.0	3.0	3.1	3.1	594
School/Community Chair	3.2	3.1	3.0	3.0	3.0	3.0	3.1	683
Local Community Council Consultant	3.2	3.1	3.0	2.9	3.0	3.1	3.1	461
Documentor	3.2	3.1	3.0	2.9	3.0	3.1	3.0	542
Exceptional Child Coordinator	3.3	3.1	3.0	3.1	3.1	3.1	3.1	170
Principal	3.3	3.1	3.1	3.0	3.0	3.0	3.1	929
Director	3.2	3.1	3.0	2.9	3.1	3.0	3.0	1176
Dean	3.2	2.9	2.9	2.8	2.9	3.0	3.0	341
IHE Representative	3.2	3.0	3.0	3.0	3.0	3.0	3.0	269
Program Development Specialist	3.3	3.0	3.0	2.9	3.0	3.0	3.0	511
Executive Secretary	2.8	2.7	2.7	2.6	2.7	2.6	2.8	11
SEA Representative	3.3	3.2	2.9	3.1	3.4	3.1	3.2	76
TC Washington Staff	3.2	3.3	3.0	3.0	3.0	3.0	3.1	20
Other	3.2	3.1	2.9	3.0	3.0	2.9	3.0	490
	3.2	3.1	3.0	3.0	3.0	3.0	3.1	7749

From these data SEA's are seen to be the highest rating group with an average of 3.2. Teachers, Team Leaders, Community Coordinators, School/Community Council Chairs, Local Community Council Consultants, Exceptional Child Coordinators, Principals, and Teacher Corps Washington Staff each averaged 3.1. Documentors, Directors, Dean's, IHE Representatives, Program Development Specialists, and Others each averaged 3.0. Executive Secretaries were the lowest rating group with an average of 2.8. With the exception of the average ratings made by Executive Secretaries (n= 11), there is no great fluctuation among role groups' averages, which consist of the three ratings blocks indicated above and range from 3.0 to 3.2. While somewhat more fluctuation by role group will be seen in the post conference data, the overall findings between session and post conference measures are still consistent.

Ratings of Session Objectives by Day/Project Status

The following table shows the comparative success of conference sessions by separate days and, where appropriate, by project status.

Table 23: Rating of Session Objectives by Day/Project Status

Day	Statement of Purpose and Goals: Rating		Achievement of Purpose and Goals: Rating		Clarification of TC Goals and Means: Rating		Rel. Content to Other Sessions: Rating		Contribution to Knowledge: Rating		Contribution to Project: Rating		Average	
	CXII	P78	CXII	P78	CXII	P78	CXII	P78	CXII	P78	CXII	P78	CXII	P78
Saturday		3.0		2.8		2.8		3.4		3.3		3.2		3.1
Sunday		3.1		2.9		3.0		3.0		2.9		2.9		2.9
Monday		3.1		2.9		2.9		2.8		2.9		2.9		2.9
Tuesday	3.1	3.0	2.8	2.8	2.8	2.8	2.7	2.7	2.8	2.8	2.9	2.8	2.8	2.8
Wednesday	3.3	3.3	3.1	3.2	3.0	3.1	3.0	3.1	3.0	3.2	3.0	3.2	3.1	3.2
Thursday	3.3	3.3	3.2	3.2	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.2
Friday	3.2	3.4	3.1	3.3	2.9	3.0	2.9	3.1	3.0	3.3	2.9	3.2	3.0	3.2

Up until the conference opening session on Monday evening, Cycle XII projects were not supposed to be registered or attending sessions. However a few people from Cycle XII did attend and rate sessions intended for Program 78 participants; these few ratings were not analyzed for Saturday's or Sunday's sessions. Further, while the opening session on Monday evening was intended for both Cycle XII and Program 78 projects, only about a dozen ratings of that session were returned by Cycle XII project members. These ratings were not entered into the overall computations used to assess Monday's events.

From the data in Table 23, it can be seen that the last three days of the conference were somewhat better received than the earlier days, (with the exception of Saturday). Some of the reasons for that difference appear in a later section of the report. Further, where there are differential ratings for Cycle XII and Program 78 projects, there is marked similarity of their respective judgments of success.

THE MAJOR EVENTS OF THE CONFERENCE

INTRODUCTORY EVENTS FOR PROGRAM 78 PROJECTS

As mentioned previously, there were 25 separate, major events during the conference. This section of the report discusses the participants' ratings of these events, participants' written comments that provide an interpretive background for the ratings, and team reports for follow up on the sessions. The rating breakdown for each of the 25 events appears in Appendix B. Again, this appendix shows, for each major event, the title of the session and the names of the presentors; the total number of ratings made of the event; its average rating on each of the objectives; its overall rating; and where appropriate, differential ratings showing how the session was judged vis-a-vis Cycle XII versus Program 78 projects. In addition, for each event there is a listing of the kinds of role groups in attendance, the number of ratings made by each role group, and the ratings of the event made by each role group.

Before the 1978 national conference officially opened its agenda on Monday, August 7th, three events were offered for the new projects from Program 78: These were a Saturday orientation session for the newly formulated role, the Local Community Council Consultant; a Sunday training session for Documentors; and the opening session on Sunday evening for all participants from Program 78 projects. Of these three events, the LCCC orientation and the opening session were subject to evaluation.

SATURDAY'S EVENTS

Only one major event, the LCCC Orientation Session, was conducted on Saturday. Thirty individual ratings were returned. The overall average was 3.1, or slightly better than good.

The LCCC Orientation Session

This session was conducted by staff of the Teacher Corps Recruitment and Community Technical Resource Centers (RCTR). These regionally-based centers provide technical assistance in the development of community participation in local projects. Each newly funded Program 78 project, by the time of the conference, had begun the process of identifying a LCCC to assist in the mandated election of community councils and in the implementation of efforts in community-based education, one of the enabling means established to foster development of the four major Teacher Corps outcomes. This LCCC is available to help in the election, organization, and maintenance of the community council. (Not every Program 78 project had been able to identify an LCCC by the time of the conference.) The RCTRs provide orientation and training to LCCCs and to projects in their efforts in community-based education and the development of the elected councils.

The LCCC orientation was intended to:

familiarize LCCCs with the Teacher Corps and the overall intent of community-based education in the newly-funded projects

discuss the new Teacher Corps legislation and regulations affecting community-based education

provide LCCCs with information on the RCTR community-based education effort

explore ways in which the LCCC can effectively participate in the project planning process for the election of a community council

help the LCCC identify election processes suitable for local site needs

help the LCCCs with their own professional needs for working with the local project by using the RCTR support system

This orientation session consisted of five separate activities each of which was attended and evaluated by participants. These activities consisted of: (1) An Overview to the RCTR System; (2) The Role of the LCCC in Terms of School/Community Relationships; (3) Means of Developing an Effective LCCC Role; (4) The Election Process and On-site Technical Assistance; and (5) A presentation on how the new projects might best move into the National Conference.

The session was well received by the participants who provided ratings of their experiences in the day's activities. The overall evaluation was 3.1, or slightly higher than "good," and each of the five separate activities comprising the overall event was also rated at this level.

The LCCC orientation was rated only by Community Coordinators and Local Community Council Consultants, with the latter group rating the orientation at a slightly higher level than the former.

Participants' Written Commentary

What little commentary there was of this event suggests it was seen to be productive and dealt with concrete issues relevant to the project, the LCCC, and the community. The event took place before project teaming began.

SUNDAY'S EVENTS

Only one event, the conference opening for Program 78 projects, was subject to evaluation on Sunday. Approximately 70 individual ratings were returned. The overall average was 2.9, or slightly less than good.

One other event was conducted on Sunday - a training session for Program 78 Documentors. While this session was partly concerned with the responsibilities of the Documentor vis-a-vis local project documentation and evaluation information needs, it was primarily concerned with the role of the local Documentor in a beginning Teacher Corps effort in a five-year national and programmatic evaluation. This session was not subject to participant evaluation.

Opening Session for Program 78 Participants

On Sunday evening, William Smith, Director of Teacher Corps, officially welcomed Program 78 projects to the conference by addressing the topic of Opportunity Knocks, But How Often? Smith's session, also quite well received by participants, received an overall rating of 2.9 or just under the "good" point of the scale. The perceptions of the various role groups, as seen in Appendix B, should be examined for this and other major events since they exhibit not only the variation of session success on each of the objectives that contributed to its overall assessment, but also any variation that existed among the different role groups in attendance. Most of the role groups were represented in the ratings of this event. The rating range across role groups was from 1.8 to 4.0.

Participants' Written Commentary

Written commentary for this event parallels the range found across role group ratings; for some participants the speech was stimulating and helped clarify the Teacher Corps' mission, while for others it was seen to be at too general a level of presentation. Again, this event took place before project teaming began.

At this point in the life of the conference, Sunday evening, Program 78 projects had registered, received some orientation and training addressing their needs and, on the following morning, Cycle XII projects would register and official conference activities begin. On Monday, further, project teaming would begin for Program 78 projects as they would on Tuesday for Cycle XII projects. The remainder of this section of the report will therefore discuss the conference evaluation in terms of both session evaluation by individual participants as well as how these sessions appeared to address project plans and objectives as reported from the project teaming sessions.

MONDAY'S EVENTS

Four major events took place on Monday. These were (1) a special session for State Education Agency Liaisons, (2) a training session for Program 78 projects on the Teacher Corps outcome of institutionalization, (3) a formal luncheon address, and (4) the official conference opening session for all projects in attendance. Approximately 800 ratings were returned; the overall average for the day was 2.9, just slightly under "good." The range was 2.8 to 2.9. While the three sessions for Program 78 were underway, Cycle XII projects were registering.

The process of teaming began on Monday, with the Program 78 projects undergoing their first teaming session, with the purpose of making decisions about project follow up on the events they had attended during the day.

State Education Agency Liaisons

This session, consisting of two related activities, received a total of 31 individual evaluations. Its two activities consisted of a presentation by Robert Ardike on What is the Teacher Corps and a discussion by William Smith on The Next Five Years in Teacher Corps. Taken together, the entire session was rated across all participants as 2.8 or slightly under "good." The Ardike presentation was intended to provide the SEAs with an overview of the Teacher Corps approaches and concerns and how these concerns related to the perspectives of the SEA. Discussion was intended to provide a general description of Teacher Corps, its mission, its intended outcomes, and its key programmatic concepts. This part of the event, receiving 16 individual evaluations, was rated by participants as a little better than half-way between fair and good on the scale. Smith's part of the session, which was designed to highlight the five-year cycle for new projects, was rated by 15 individuals. It was received a little more favorably and was seen to be just short of a "good" session.

The rating range across role groups in attendance was from 2.0 to 3.2. Overall, the session was reported to be more valuable by the Documentors in attendance, as well as by the Principals, the Project Directors, the IHE Representatives, and the Program Development Specialists. Other role groups in attendance - Teachers, School/Community Chairs, Local Community Council Consultants, Deans, and SEA Representatives - did not appear to view the session quite so favorably.

Planning for Institutionalization, Program 78

This session was designed for Program 78 projects and lasted the entire day. (An abbreviated session on institutionalization, to be discussed later, was presented to Cycle XII projects on Tuesday morning.) The session was intended to reflect the Teacher Corps concern with the development and institutionalization of new programs and practices leading to educational improvements. Its intended emphasis was on the need for careful planning when a new project is beginning and the relationship between organizational concepts and techniques to the planning process. The session received a total of 530 ratings and an overall average rating of 2.9.

A specially designed workshop component of the session used organizational concepts and temporary systems theory to introduce a planning process geared toward the institutionalization of programs and practices. Training was to emphasize the organizational setting in which a new practice occurs and the critical events required to enable institutionalization to take place, as well as a strategy for the verification of institutionalization.

The five-hour workshop consisted of a one-hour orientation session followed by a six-phase planning activity. The end result of the planning effort was a simulation of the institutionalization of a proposed new program practice selected from the project's proposal. At the end of training, each project team was to share its experiences during the planning effort and receive feedback on the results of its efforts. As part of the advance conference materials, each project had been instructed to bring to the conference a copy of its Teacher Corps proposal.

The Program 78 training session was organized around a general meeting in the morning; cluster sessions began prior to lunch and then continued after lunch for the rest of the day. These clusters were centered around project teams; four project teams were formed into a working cluster, and two facilitators, who had received formal training prior to the conference, were assigned to each four-team cluster. In this way, the approximately 80 teams in attendance were formed into 21 working clusters.

After Floyd Waterman introduced the day's activities and spoke on Teacher Corps work on organizational development and institutionalization concerns, Paul Collins discussed four questions central to institutionalization and documentation, James Tanner addressed organizational theory and practice in relation to institutionalization, and Roger Pankratz introduced the training design and provided instruction on how the design and the session materials were to be used for the remainder of the day.

The clusters were then formed and began the six phases of training. The major training device consisted of the facilitators' introduction to each phase followed by hands-on activities on the phase. The six phases, with related materials, consisted of the following:

selecting a program or practice to be institutionalized (selected from the project proposal brought to the conference by each team)

describing and analyzing the organizational setting

describing the program or practice as it will operate in the permanent system as part of the regular culture and judging its potential for institutionalization

determining a strategy for the institutionalization effort

describing the critical events necessary for institutionalization to take place

describing a system for verification of institutionalization

Materials used in the session included a scenario to describe the overall design, as well as specific sections for each phase consisting of a statement of the task at hand, the rationale, definition of terms, worksheets for tasks in each phase, and an exemplar drawn from an actual Teacher Corps Project.

This training session was well received by the Program 78 participants in attendance. At the general level, the session overall was rated as 2.9 or "good," with the cluster training and hands-on activities being assessed as 3.1 or somewhat better than good. The rating range across role groups in attendance was from 2.7 to 3.2, with highest ratings returned by Team Leaders, Community Coordinators, Principals, Directors, and representatives of IHEs and SEAs.

Luncheon Speech: The Characteristics of Instructionally Effective Schools

This presentation by Ron Edmonds was rated as somewhat under the 3.0 or "good" point on the scale by the 132 participants who returned session evaluations. Across the various role groups in attendance, the rating range was from 2.5 (half-way between fair and good) and 3.0 or good.

Conference Opening Session for all Projects

The official opening address, by Jean Childs Young, was rated by 50 Program 78 and Cycle XII participants. This address was rated as 2.8 or somewhat less than "good" by the participants who provided the evaluations. The rating range across all role groups in attendance ranged from 1.2 (slightly better than poor) to just under the good point of the scale.

Participants' Written Comments on Monday's Events

SEA Liaisons: There was no written commentary that helps interpret the ratings.

Planning for Institutionalization - Program 78: This event received a good deal of written comments on both the individual session evaluations and the team follow up report. Written commentary on the individual session evaluations would suggest that some participants felt that there was not sufficient time to adequately deal with all of the day's intended activities, and thus some activities became somewhat mechanical. But for most participants the processes were excellent, especially those "hands-on" simulation activities that took place in the afternoon cluster session. (The value of the morning session was probably lowered because of the unexpected discussion of the national evaluation plan.) There seemed to be a consensus that the institutional process would require (and also merit) a good deal of follow up, perhaps in the form of additional training, at the project level.

The written commentary on the team follow up report for institutionalization was almost uniformly favorable. Reasons cited for follow up included the realism of the cluster group simulations and the knowledge they provided of both process and product. The relevance of the planning process received mention, as well as project adoption/adaptation of the actual handouts that were used during the afternoon. By and large, the picture that emerges is that the session highlighted opportunities for collaborative participation, and helped projects identify the process and products of institutionalization.

Luncheon Speech - The Characteristics of Instructionally Effective Schools: Written commentary on many of the individual session evaluations suggest that, regardless of merit, Edmond's presentation should not have consisted of a luncheon address; rather it should have been offered in a more interactive setting or, at the very least, have presented a written handout (if not the entire speech itself.)

Much of the individual session written commentary was negative. Even those people who thought it was a good research report, felt that Edmonds spent too little time supporting his findings and too much time criticizing the work of others.

No written commentary was offered to help account for the rating of the formal conference opening address.

Degree of Team Follow-up for Monday's Events

Of the 70 Program 78 teams who reported after their evening teaming session, (85% of the 82 teams participating) three indicated that they would like further information or materials from the session for SEAs, 17 teams reported some follow up needs on the topic discussed by Edmonds, and some eight teams indicated interest in following up on the presentation by Young. Not surprisingly, given the favorable reception to the session on institutionalization, as well as the importance of that topic in the Teacher Corps, some 55 teams reported their intention to follow up on the processes or products of that training session.

An important point emerges from the data discussed so far. At the luncheon speech for Monday as well as at the formal conference opening session, hundreds of participants were in attendance; only a small proportion of individuals returned ratings of these sessions and only a few teams indicated any wish to follow up. While these returns may suggest something about the perceived quality of a session, it is possible that they also suggest (1) luncheon or evening speeches do not lend themselves to this kind of assessment (2) they will not receive a great number of participant ratings anyway (3) they will not lead to the same degree of team follow up as will an event (skill session, strand, etc.) that has a more apparant training function.

TUESDAY'S EVENTS

Six major events took place on Tuesday. These were (1) the Deans' Colloquium, (2) the Joint Meeting of SEA Liaisons and National Council of the States on Inservice Education, (3) the Cycle XII [illegible]ects' Teaming for Institutionalization, (4) the Development of Elected Councils for Program 78, (5) a luncheon address on The Resource Exchange Rationale, and (6) a series of 48 Skill Sessions. Approximately 1700 individual ratings were returned, and the overall rating for the day was 2.8; both Cycle XII and Program 78 projects rated the day's events at this level. The range across events was from 2.2 to 3.1.

The Deans' Colloquium

This event, consisting of six separate activities, received a total of 174 individual ratings. The colloquium was intended to center on issues relating to the Deans' role in policy development and the Teacher Corps as an instrument to foster institutional capacity building. The session also addressed the activities of Deans at the Network level and the future needs of schools of education.

After Gant's Orientation Session, the colloquium consisted of Sharp discussing the Dean's Role in Teacher Corps, Hansen et al on the Teacher Corps and the IHE, a working luncheon session, Smith discussing Future Projections for Teacher Education, and small group sessions.

From the 174 individual ratings made of these sessions, the overall participant assessment of the colloquium was at 2.9, just slightly under good. The highest rated of the Deans' sessions, Smith's discussion of future projections for teacher education, had an overall rating of 3.2, or somewhat higher than good. Other session evaluations ranged from 2.8 to 3.0, and thus the event appears to have been quite well received overall. The Cycle XII projects made a somewhat higher assessment of the overall event than the Program 78 projects did and, across role groups, the rating range was from 2.9 to 4.0, with the Dean's in attendance rating at the lower end of the range.

SEA Liaisons/NCSIE

The two sessions in this event received only eight individual ratings. The major purpose was to allow NCSIE and SEA liaisons to discuss Teacher Corps' activities relating to SEAs and NCSIE. The SEA's role and their involvement in Teacher Corps, as well as relevent background information, was presented as a foundation for interpreting the workings of both NCSIE and SEAs.

After a one-hour overview by J. Collins et al, Lewis moderated a Discussion of Common Interests and Concerns. Breaking into small groups according to networks, participants addressed such topics as the role of the SEA in Teacher Corps; the importance of Teacher Corps to the SEA; the role of the SEA in institutionalization, proposal development, monitoring, training, dissemination, and evaluation; and the inhibiting and facilitating factors relative to the SEA role.

During the final half hour, the total group reconvened for small group reporting.

From the eight individual ratings (all from Program 78 projects) returned for this session, the overall assessment was 3.1 or slightly above good. This overall rating reflects a 3.1 assessment of the introductory session and a 3.0 assessment of the discussion groups. The rating range across role groups was from 2.4 to 4.0, with SEA's rating at the high end of the scale.

Planning for Institutionalization, Cycle XII

As mentioned earlier, Cycle XII projects participated in a shortened (half-day) version of the institutional planning that Program 78 projects received on Monday. A shortened version was felt to be appropriate because of Cycle XII projects' previous experience with organizational concepts and institutionalization. The event received approximately 370 individual ratings.

The general session introducing the morning's activities consisted only of a fifteen minute overview and did not include an extended discussion of institutionalization or organizational theory. During cluster activities, the first two training phases (as listed on p. 41 where this report discusses institutionalization for the Program 78 projects) were omitted and the remaining four phases were collapsed into two.

As part of the advance conference organizing materials, Cycle XII projects were asked to complete a "homework" assignment prior to coming to the conference. As part of that assignment teams were asked to:

> select one program component or practice that the project intends to institutionalize during the second (and final) year of Cycle XII
>
> identify the user of the program element by categories or roles in the IHE, school, and/or community setting
>
> determine the locale and the organizational setting in which the feature will be institutionalized in terms of:
>
> > the formal organizational hierarchy in which the practice will be introduced
> >
> > the decision-making process
> >
> > information sharing and communication patterns
> >
> > informal leadership
> >
> > organizational norms

During the three-hour workshop segment of training, project clusters and their facilitators were to work on the problems of (1) judging the potential of the program or practice for institutionalization, (2) identifying critical events required for institutionalization, and (3) describing a strategy for verification of institutionalization.

The approximately 370 individual ratings that the event received provide an overall judgment of success at 2.9 or just under good, with the "hands-on," cluster activities receiving an overall assessment of 3.0, or "good." Again, as in the case of institutionalization for Program 78, the session was well received by the Cycle XII projects. The rating range across the role groups was from 2.2 to 4.0. Highest ratings were reported by SEAs, Teachers, School/Community Chairs, Directors, Team Leaders, and Community Coordinators.

Development of Elected Community Councils

This Tuesday morning session was designed for Program 78 projects and their required community council elections. It received some 275 individual ratings. Designed by staff of the RCTR centers, the session was directed toward project planning for maximum involvement and collaboration among the community, IHE, and LEA, and was intended to provide information and activities for projects to explore community involvement and participation. The session was also to discuss the barriers to as well as the factors that promote collaboration, such as communication, attitudes, involvement, representation, and motivation. The RCTR technical assistance and support systems were also described.

The session's major objectives were for participants to explore the involvement of project staff in planning and gaining project-wide support for community-based education, the election of the council, and developing the council and its external relationships. Project teams were to be involved in the development of a framework for the collaborative planning process so as to integrate community-based education with Teacher Corps program outcomes, to examine alternate strategies for electing a community council, to analyze community-based education problems and issues, and to understand the technical assistance capacity of the RCTR.

The overall session consisted of an Overview, followed by Davies' It Can be Done presentation, Gromfin et al discussing Collaboration in the development of an elected community council, and Wallace describing the RCTR Technical Assistance Plan.

From the 275 individual ratings, it appears that the session did not fare quite so well as some of the activities previously described. The session received an overall evaluation of 2.5 - half-way between fair and good. The three parts of the session ranged in their evaluations from 2.1 or just above fair, to 3.0 or good, which explains the lowered perception of value at the overall session level. Across the role groups, the rating range was from 2.2 to 3.0.

Luncheon Speech - The Challenge of the Resource Exchange Rationale

Sarason's luncheon address for Tuesday, with approximately 140 individual ratings, was also not well received. With an overall assessment of 2.2, just a little above "fair," it was viewed as less than "fair" by the Cycle XII projects participating in the ratings, and somewhat better than fair by Program 78 projects.

The Skill Sessions

After lunch on Tuesday, some 48 skill sessions were offered. These sessions, as is the case with all remaining activities for the conference, were offered to all project teams and were not conducted differentially or separately for Cycle XII and Program 78 projects.

Approximately 630 individual ratings were returned for these skill sessions. Taken together, the sessions were evaluated at 3.0 or good, with a slightly higher perception of value reported by Program 78 projects than was reported by Cycle XII. Of the role groups in attendance, and all 16 groups were represented, the rating range by different role groups ranged from 2.1 to 4.0. With the exception of low ratings across sessions reported by Deans, the remaining role groups were quite close together in the ratings they made of sessions.

In all, some 30 skill sessions (63% of the 48 presented) received an overall rating of 3.0 or better. These were:

Presentor	Session	Rating	Number of Ratings
Churchwell et al	Crossing Cognitive Barriers	4.0	1
Carrillo	Procedures for Community Council Operations	3.6	13
Heckler et at	Open Education for the Least Restrictive Environment	3.6	4
Roberts et al	Using the Concerns-Based Model to Plan, Document, and Verify Instruction	3.5	7
Elmes et al	Task Group Participation Skills	3.4	12
Barletta et al	Community Component Development	3.4	42
Hilliard et al	New Dimensions in Student Assessment	3.4	8
Wheeler	Program Alternatives for Individualization	3.4	6
Bacon et al	Cultural Pluralism in the Schools	3.3	9
Hansen et al	Turning Kids on to Reading: How Community Volunteers can Motivate Reluctant Readers	3.3	17
Houston et al	Decisioning for Needs Assessment	3.3	10
Mesa	Models for Involving Communities in Decision Making	3.3	5
Andrews et al	Fiscal Management: Where Did the Money Go?	3.2	15
Langdon-Dahm et al	Utilizing Affective Techniques and Skills in Teacher Education	3.2	19
Wachter	Acquaintance Rape Prevention	3.2	3
Freiberg et al	Inservice Education - Does it Make a Difference?	3.1	35
Taylor et al	Designing, Implementing, and Assessing a Teacher Corps Project	3.1	23
Wheeler et al	Developing the Competent Humanist: A Model for Inservice Teacher Training	3.1	17

Presentor	Session	Rating	Number of Ratings
Ether et al	Project Productivity Through Evaluation	3.1	17
Lux et al	The Design of Alternatives Within the School	3.1	16
Ford	Untying the Knot of Sexism	3.1	9
Neurberger et al	Collaborative Training for Community Councils	3.1	9
Marchese	The Election Process of Community Councils	3.1	24
Ferin et al	Identifying and Meeting Learner Needs	3.1	3
Thompson	Eight-Step Planning Model for Development of Community Council	3.1	8
Nicholson	Organization and Development of an Effective Dissemination Model	3.0	17
Elam	Publish or Perish	3.0	25
Nagel et al	Building Staff Development Programs	3.0	25
Rhoades	Success Through Individual Learning Experiences	3.0	8
Hadary	Strategies for Teaching of the Blind, Profoundly Deaf, and Emotionally Disturbed	3.0	4

The rating range for the remaining 18 skill sessions was from 1.9 to 2.9.

Participants' Written Comments on Tuesday's Events

Deans Colloquium: There was quite a bit of diversity in the written comments on the individual evaluations of this event. Generally, the comments suggest that the afternoon sessions were more useful to the audience, with the exception of the morning activity in which the participants broke up into groups to discuss interests and concerns of their own network.

Negative comments on the individual evaluations suggest a lack of organization in parts of the event; inattention to the range of prior experience and institutional differences among the Deans in attendance; and insufficient active participation of the audience (especially during the morning's activities.) Positive comments (on both the individual evaluations and the team reports) on the other hand, suggest that the colloquium was effective in terms of role clarification and developing relationships.

SEAs/NCSIE: Neither the individual evaluations nor the team reports provided written commentary for this event (there was a very small number of individual ratings returned).

Planning for Institutionalization, Cycle XII: The most prevalent negative comment on this event was lack of time, which helps explain related comments suggesting that emphasis seemed to be on completing a set of activities rather than dealing with more substantive aspects of the process. But there was more positive than negative commentary, reflecting good organization given the time constraints, and a worthwhile opportunity to work on relevant hands-on activities in the simulation setting.

Development of Elected Community Council: Written comments on the individual evaluations of this event suggest that Davies' presentations was perhaps the only useful session. Negative comments on the other sessions, beyond the limited amount of time allotted, indicate poor organization and problems with materials distribution, inadequate preparation by the presentors, and little attempt to involve the audience in activities relevant to the election process. These comments help explain the low overall rating that the event received.

Luncheon Speech - The Challenge of the Resource Exchange Rationale: The written comments for this event were generally unfavorable, as was the overall rating.

Skill Sessions: The negative written commentary on the individual evaluations was almost exclusively directed to those skill sessions which received overall ratings of less than 3.0 or "good" (only 18 of the 48 sessions presented were in this low range). These negative comments generally reflect presentations that spent a lot of time off the topic, too much lecturing the audience with little or no active participation, poor organization of presentation and materials, and provision of content not matched by the description of the session in the conference agenda.

The favorable commentary, almost exclusively directed to the sessions with higher ratings, reflect audience valuing of: Receiving content that put participant prior knowledge of a topic into perspective; sessions that made careful use of multiple methods of presentation - human and other means; the provision of useful resources for later use in the project; practicality and applicability of the topic; presentors who appear highly informed and who are responsive to the participants; provision of alternate approaches to a central issue; and active involvement of the audience.

On the team follow up reports, the more successful skill sessions were frequently cited for reasons similar to comments expressed on the individual evaluations: The session points up a need for change; a team can use or apply ideas/techniques/resources in the project; presentors offered ways to secure a necessary support for the project; a project will consider use of a topic for further inservice; team members have discovered ways to refine procedures already developed.

Degree of Team Follow up for Tuesday

Of the 121 teams reporting for Tuesday (86% of the 140 in attendance) approximately 12 teams reported that they would follow up on the Deans' Colloquium; one team reported follow up on SEA/NCSIE; approximately 35 teams reported that they would follow up on Cycle XII institutionalization; 30 teams reported follow up on the development of the elected community council (although this event had a lower rating, the importance of the topic as well as the value of the session run by Davies, probably explains the fact that there was some team follow up); and three mentioned follow up on the luncheon address. With only one or two exceptions, each skill session was reported for follow up by one or more teams. The number of times an individual skill session was cited for team follow up ranged from one to 24, with the higher rated sessions usually (but not always) being cited by higher numbers of teams.

WEDNESDAY'S EVENTS

Wednesday began the conference strands. Each strand was designed to reflect a sustained body of content within a major theme of relevance to Teacher Corps. As an integral part of the overall presentation, each strand consisted of a number of activities or mini-sessions as a vehicle for providing content and training. Each strand was also responsible for relating its subject to the four major outcomes and five enabling means of Teacher Corps.

A strand typically consisted of a short introduction in which focus and intention of the strand was set forth, definitions and clarification of expressions offered, its relationship to other strands elaborated, and an overview of the day's activities were presented. For the remainder of the day a series of activities - presentations, seminars, or workshops - were offered which were intended to be broad in purpose, programatically expressed, and which attempted to move from the general case to specific application. Strands were then to close with a synopsis of the day's events and a charge to the audience stating the purpose and focus of the evening teaming session.

Four day-long strands were presented on Wednesday:

Strand I: The History of Change - Lessons Learned

Strand II: Demonstration

Strand III: Education That is Multicultural

Strand IV: Planning

In addition, Wednesday offered a formal luncheon presentation.

On Wednesday, some 2800 individual ratings were received and 115 teams (83% of the 140 in attendance) returned team reports of their evening project sessions. On the basis of the ratings the four strands were assessed as follows:

Strand I: History of Change. This strand received an overall evaluation of 3.0; in terms of project status, participants from Cycle XII projects assessed the strand at 2.9 and participants from Program 78 at 3.2.

Strand II: Demonstration. This strand received an overall evaluation of 3.0; Cycle XII projects assessed the strand at 3.0 and Program 78 at 3.1.

Strand III: Education That is Multicultural. This strand received an overall evaluation of 3.2; both Cycle XII and Program 78 projects assessed the strand at 3.2.

Strand IV: Planning. This strand received an overall evaluation of 3.2; Cycle XII projects assessed the strand at 3.2 and Program 78 at 3.1.

Across all events offered for the day, the rating range was from 3.0 to 3.4, with an overall assessment of 3.1 by the Cycle XII projects and 3.2 by the Program 78 projects.

Strand Content and Range of Session Ratings

Strand I: History of Change: This strand received some 700 individual ratings. Its purpose was to draw lessons from research and application that apply to Teacher Corps projects. The programs it described shared the change-agent function and addressed issues pertaining to all programs aimed at educational improvement. After discussion of strand organization and major emphases, strategies of change were presented by a keynote speaker. Following this presentation, participants broke into twelve groups, each of which was to consist of a speaker representing a major innovative program and who would discuss the lessons learned in that program. Following lunch, these small group presentations were repeated so that participants could attend a second presentation. After these presentations were repeated, participants were then involved in sessions intended to ground the ideas presented into a meaningful context and to encourage the flow of ideas and applications horizontally among the participants. The strand closed with a final address intended to synthesize and suggest practical applications from the day's lessons.

After the introduction and keynote address, the strand conducted seminars on:

The Rand Study of Educational Change
The Urban/Rural School Development Program
The Career Opportunities Program
New Careers
The Mini-Course Research and Development Effort
Research on Training Methods for Teachers
Studies of Preservice and Inservice Education
The SRI Evaluations
The Childrens' TV Workshop
Womens Equity Act
Children's Defense Act
The Peace Corps

as well as a panel discussion of the most important lessons learned, review and discussion of project components amenable to suggested change strategies, and discussion of the implications for Teacher Corps projects of the lessons learned.

From the 700 individual ratings, the strand received an overall assessment of 3.0 or "good;" the range of ratings across all sessions in the strand was from 2.4 to 3.5. Highest ratings reported by role groups were for SEAs, Local Community Council Consultants, Principals, Directors, and representatives of IHEs.

Strand II: Demonstration: This strand, which received approximately 400 individual ratings, offered several interpretations of demonstration. The entire session was concerned with the need for strategies for sharing demonstrable project experiences as seen in the relevant legislation. In the strand, such demonstration was dealt with in terms of outreach functions of a project and the impact on schools and communities external to the project demonstrating the experience. The need for early planning of demonstration activities was stressed.

In the morning segment of the strand, six demonstrations were mounted in which participants were to have the opportunity to interact with a variety of project and program representatives having substantial demonstration experience. In the afternoon, participants divided into twelve groups which were to engage in activities designed to apply principles and techniques of demonstration to the specific concerns of their own projects.

After the introduction presenting three perspectives on demonstration, the strand presented seminars on:

National Activities in Teacher Corps Demonstration

Instructional Team Building

Demonstrating Successful Programs and Projects in Rural Settings

Planning Effective Demonstration

Career Education Demonstration

Peer Tutoring

and in the afternoon a series of twelve workshops was presented.

From the 400 individual ratings received, this strand received an overall participant evaluation of 3.0 or "good;" the range of ratings across all sessions in the strand was from 2.9 to 3.2. Highest ratings were returned by Deans, Teachers, Documentors, Program Development Specialists and "others."

Strand III: Education That is Multicultural: This strand focused on the culturally pluralistic nature of American society and the implications of cultural and individual diversity for teaching and learning. The strand received some 800 individual ratings. It emphasized definitions, issues, practices, processes, and problems related to the implementation of education that is multicultural at all levels of the educational system. Five morning sessions were offered which were intended to provide participants with options for exploring the broader perspectives related to the design and implementation of education that is multicultural in LEAs and IHEs. Small group afternoon activities offered participants twelve interactive alternatives for developing ways to implement multicultural education in relation to specific settings, role groups, and student/educator/community needs and goals.

Following the strand introduction, seminars were conducted on:

Practices and Promises in Multicultural Education

Teacher Corps Multicultural Education vis-a-vis State and Federal Policies

A Normative Reeducation Approach to Providing Multicultural Education

Assessing and Planning Curriculum and Staff Development for Multicultural Education

The Relationship Between Multicultural Education and Bilingual Education, Desegration, and Monocultural Settings.

In addition, the strand conducted afternoon workshops on:

Curriculum Design and Implementation for Multicultural Education
Integrating Multicultural Education into Teacher Training Programs and the Schools' Curricula
The Native American Experience and Education That is Multicultural
Curriculum Materials in Multicultural Education
Ideology Versus Implementation of Multicultural Education in Schools
Materials and Approaches in Multicultural Perspectives
Preparation of Teachers for Multicultural Middle and Secondary Classrooms
Change, Technology, and Multicultural Education
Making Multicultural Education Work in a Multiethnic Setting
Latino Culture and the School Experience
Multicultural Education and the Exceptional Child
Experiential Learning and Education that is Multicultural.

On the basis of the 800 ratings, the strand received an overall participant evaluation of 3.2; the rating range across all sessions in the strand was from 2.8 to 3.4. Highest ratings were returned by Team Leaders, Teachers, Community Coordinators, Principals, Local Community Council Consultants, and Deans.

Strand IV: Planning: This strand, with approximately 590 individual ratings, focused on planning activities associated with the developmental year mandated in the new Teacher Corps regulations. The strand covered such topics as models for planning, start-up activities, utilizing continuous planning, proposal data, and other first-year activities. Attention was given to developmental year designs that have a proactive rather than a retroactive emphasis, on the assumption that proactive planning allows projects to develop more effective plans for operation, training, institutionalization, and activities after termination of funding.

Strand seminars were intended to provide assistance to project staff in terms of pilot developmental year projects, developmental year models, and developmental year cost-benefit analysis. An afternoon session was designed to assist staff in developing planning strategies and appropriate developmental year activities.

After an overview and a discussion of planning vis-a-vis educational projections, the strand presented seminars on:

Issues in Project Planning and Design

Developmental Year Models

How to Use the Developmental Year Productively

Planning for Success

The Proposal as a Planning Tool - The Contribution of Cost-Benefit Analysis.

The strand also provided an afternoon group session on How to Develop a Plan for Planning.

The 590 individual ratings provide an overall evaluation of 3.2; the rating range across all sessions in the strand was from 2.8 to 3.4. Highest ratings were returned by Community Coordinators, Local Community Council Consultants, Principals, School/Community Council Chairs, Documentors, and Program Development Specialists.

Luncheon Address

The Luncheon speaker for the day, Borenstein, discussed The Education of Women - Protection or Liberation? This address, with 170 individual ratings, received an overall evaluation of 3.4.

Within each strand, the highest rated sessions were:

Strand	Highest Rated Session	Rating	Number Reporting
History of Change	Chisholm: Recent Changes in the Educational Agenda	3.5	178
Demonstration	Emesquita: Career Education Demonstration	3.2	32
Multicultural	Banks: Practices and Promises in Multicultural Education	3.4	74
Planning	Steinwachs: Developing a Plan for Planning	3.4	119

Across all events for the day, the ten highest rated activities were:

Presentor	Sessions	Rating	Number Reporting
Chisholm	History of Change: Recent Changes in the Educational Agenda	3.5	178
Banks	Multicultural: Practices and Promises	3.4	74
Steinwachs	Planning: A Plan for Planning	3.4	119
Borenstein	Luncheon Address	3.4	176
Dirlam et al	Multicultural: Normative Reeducation	3.3	43
Gay	Multicultural: Curriculum Design	3.3	68
Grant	Multicultural: Curriculum Materials	3.3	48
Rosado	Multicultural: Latino Culture	3.3	31
Miles et al	Planning: Project Planning and Design	3.3	87
Lentz et al	Planning: Planning for Success	3.3	67
Chapin et al	Planning: Proposal as a Planning Tool - Cost Benefit Analysis	3.3	57

Although Chisholm's presentation in the History of Change Strand was the highest rated for the day, that strand has no other sessions that appear in the highest rated group. The Demonstration Strand has no sessions that are among the highest rated. With the exception of the luncheon address, all of the other highest rated sessions were from the Planning Strand and the Multicultural Strand; each of these strands also received higher overall participant assessments than History of Change and Demonstration.

Participants' Written Comments on Wednesday's Events

Strand I - History of Change: The major negative comment on the strand was made by participants who did not like being assigned to seminars by strand staff; many people indicated they would have profited more from the strand had they attended seminars of their own choice - perhaps as part of a team assignment to help assure conference coverage at the project level.

Most of the other negative written comments reflected parts of the strand that had lower ratings. For example, for three or four of the lower rated sessions, written comments suggest: A presentation that was too elementary and had not been prepared with a Teacher Corps audience in mind; a session in which the audience itself, and not the presentor, was the source of knowledge; a presentor attempting to "sell" packaged materials and who showed little familiarity with them; and a session which did not match its written description.

But there was also quite a bit of favorable commentary, almost exclusively directed toward the higher rated parts of the strand, for example: Knowledgeable presentors who made their points and then involved the participants in interaction to identify common problems and possible means of solving them; presentors who provided useful materials; and presentors who were dynamic and challenging. These favorable comments were frequently paraphrased in the team follow up reports.

Strand II - Demonstration: The negative written comments for this strand suggest that some of the sessions were seen to be somewhat general, others were too diffuse, while another session did not offer productive group work. On the other hand, sessions were also cited for quality of leadership, structured presentation while allowing flexibility to meet participants' needs and interests, providing the audience with a sense of shared problems and possible solutions, and the provision of useful materials.

Team reports listing follow up for this strand cited: Insights directly useful to project design; speakers to provide further inservice; and direct use or adaptation of techniques of demonstration.

Strand III - Education That Is Multicultural: Two of the lower rated sessions of this strand received a good deal of the negative commentary; they were singled out for poor content and delivery, or for presenting the topic at a very elementary level. Two other sessions, each rated just below the overall average for the strand, were criticized for staying at the level of theory or providing activities not apparently relevant to the participants.

But by and large the individual session commentary was favorable: Sessions were cited for providing excellent concepts and useful handout materials; realism and practicality of approaches; good organization and receptivity toward and interaction with the audience; and worthwhile diversity of approaches within a central theme. Similarly positive statements, frequently in the form of using an idea or product in the project, appeared on the team follow up reports for the strand.

Strand IV - Planning: Most of the negative written commentary on the individual evaluations were directed to only two of the strand's sessions, each of which was rated below the average for the strand. In each case, written criticism suggested presentor's lack of familiarity with the topic or generally poor presentation. The remainder of the written commentary was generally positive. Comments cited excellence of materials that could be used in the future, and well organized presentations that involved the participants in dialogue and hands-on activities.

Luncheon Speech - The Education of Women: Reflecting the high participant rating that Borenstein received on the individual evaluations, the written commentary was almost universally favorable. Her presentation was seen to be excellent in delivery, well organized, and combining seriousness with a degree of humor appropriate to the time of her presentation.

Degree of Team Follow up for Wednesday

Because of the session coding system, it was possible to identify which strand was being reported by teams for follow up and, where teams chose to focus on one or more particular sessions in a strand and supplied its coded number, to identify which session was the particular subject of follow up. The 115 teams reporting listed their intentions to follow up in terms of:

Strand I: History of Change: Approximately 700 individual ratings were returned for the sessions in this strand. A total of 60 teams reported some degree of follow up for this strand. The individual sessions within the strand received anywhere from one to 12 citations for team follow up.

Strand II: Demonstration: This strand received approximately 390 individual ratings. Approximately 45 teams reported that they would follow up on this strand. At the level of the individual activity, strand sessions were cited by at least one and as many as 10 teams for follow up.

Strand III: Education That Is Multicultural: Approximately 800 individual evaluations were received across all sessions in this strand, and 75 teams reported that they would follow up on its presentations. The individual sessions in the strand were cited for follow up by anywhere between one and 22 project teams.

Strand IV: Planning: This strand received almost 590 ratings across all its sessions, and 70 teams reported follow up plans. At the level of the individual strand session, team citation for follow up ranged from seven to 18.

In addition, seven teams reported that they would follow up on the topic of the luncheon address.

THURSDAY'S EVENTS

An additional four strands were presented on Thursday:

Strand V: Community-Based Education

Strand VI: Evaluation

Strand VII: The Exceptional Child

Strand VIII: Documentation

In addition, there was a formal luncheon address and a banquet speaker.

On Thursday, some 2550 individual evaluations were received and 105 teams (75% of the 140 in attendance) returned team reports. On the basis of the ratings, Thursday's events were evaluated as follows:

Strand V: Community-Based Education. This strand received an overall evaluation of 3.2; in terms of project status, both Cycle XII and Program 78 projects reported at the level of 3.2.

Strand VI: Evaluation. This strand received an overall evaluation of 3.0; both Cycle XII and Program 78 projects evaluated the strand at this level.

Strand VII: The Exceptional Child. This strand received an overall evaluation of 3.1; Cycle XII projects assessed this strand at the level of 3.0 and Program 78 projects at the 3.2 level.

Strand VIII: Documentation. This strand received an overall evaluation of 3.3. Both Cycle XII and Program 78 projects reported at this rating level.

Across all events offered for the day, the rating range was from 3.0 to 3.3, with an overall assessment of 3.1 by the Cycle XII projects and 3.2 by the Program 78 projects.

Strand Content and Range of Session Ratings

Strand V: Community-Based Education: The strand focus on community-based education reflected a recognition of diverse needs within and external to the school, and effective management of project response to these needs. The strand received almost 800 individual ratings. During the morning segment, four different perspectives of community-based education were explored, followed by a demonstration of how these perspectives relate to Teacher Corps outcomes.

The afternoon was designed to involve participants in the many issues and activities on which the success of community-based education depends. In small groups, participants worked with facilitators on a scenario highlighting the problems and processes encountered in institutionalizing a long-term innovative educational program, and examined relevant program planning techniques.

In addition to the overview, the strand offered sessions on Perspectives on Community-Based Education followed by treatment of four specific perspectives:

the Sociological
the Political
Coordination of Human Services Delivery
Futuristic.

Following these four sessions, during the afternoon presentations were made on:

A New Mission in Community-Based Education
Institutionalizing Community-Based Education
Developing Alternative Delivery Approaches.

From the 800 individual ratings, the strand had an overall evaluation of 3.2; the range of ratings across all sessions was from 2.9 to 3.5, or half-way to excellent. Highest ratings were reported by Directors, Teachers, School/Community Chairs, Principals, Program Development Specialists, and SEAs.

Strand VI: Evaluation: This strand focused on the practicality of evaluation in Teacher Corps projects, and received approximately 570 individual ratings. Its four major issues were on how local evaluators can become involved in evaluation, the use of evaluation as a management tool, the production of evaluation portrayals by a variety of project personnel, and how data become evidence of project impact on multiple institutional levels. The prime theme of the strand was that evaluation is not the exclusive domain of a privileged few; rather, evaluation should be seen as an effective means of integrating collaboration and professional development as well as an aid to project management.

In addition to an overview, the strand offered short sessions on lessons learned from 11th and 12th cycle project evaluation designs, and an overview to four critical issues in evaluation. Each of these critical issues became the subject of a seminar as follows:

Involving School Practitioners in Project Evaluation

How Data Become Evidence of Success or Failure for Project Objectives

Using Evaluation Data as a Management Tool

Including Project Participants in Portraying Project Events and Interpreting Their Meaning and Consequences.

During the afternoon segment, the strand offered workshops on:

Exercises to Involve School Practitioners

Exercises to Make Data Meaningful

Exercises to Involve Evaluation in Project Management

Exercises in Portraying - Telling It Like It Is.

From the 570 individual ratings, the strand received an overall evaluation of 3.0; the range of ratings across all strand sessions was from 2.9 to 3.1. Highest ratings by role groups appeared for representatives of IHEs, Program Development Specialists, Team Leaders, Documentors, Directors, and Teacher Corps Washington staff.

Strand VII: The Exceptional Child: This strand was concerned with training teachers and administrators in the provision of opportunities for the full range of individual variability - from children with learning and behavioral problems to the gifted - in the regular classroom. It received some 500 individual ratings. The strand focused on such specific concerns as collaboration between special and regular educators in the IHE, LEA, and schools; alternate assessment techniques to those designed by the psychometrician; formulation of special competencies necessary for educators to provide improved education in the mainstreamed classroom; flexibility of student grouping that will provide for the least restrictive environment; and parent involvement to assure real linkages between the child's educational experience in the school and in the home.

The strand included discussions of:

A New Prospectus for the Teacher Corps Exceptional Child Component

The Exceptional Child Demonstration Project;

and four seminars on:

Elements of the Exceptional Child Component Model

The Education of Educators in Relationship to Mainstreaming

The Development of Student Communication Skills Through Experiential Teaching

IGE- An Alternative Planning Approach for Teachers.

In the afternoon, workshops were conducted on:

Issues in Exceptionality in Cross-Cultural Educational Settings

Science Activities for the Visually Impaired

The Role of the Principal in Facilitating an Exceptional Child Program.

From the 500 ratings, the strand received a rating of 3.1; the range of ratings across all strand sessions was from 2.9 to 3.5. Highest ratings were reported by Deans, representatives of IHEs, SEAs, Community Coordinators, Local Community Council Consultants, Documentors, and Exceptional Child Coordinators.

Strand VIII: Documentation: This strand received 360 individual ratings. It was designed to: Explore documentation as a process that contributes to the data sources for project evaluation and demonstration as well as to project management; develop a conceptual framework of documentation approaches and appropriate application; and to examine illustrative skills in a variety of documentation areas. Two plenary sessions were offered on:

Documentation as a Process

The Implication of Documentation for Project Management.

Two seminars, one conceptual and one applied, were offered under the theme of Approaches to Documentation, and two seminars, one conceptual and one applied, were offered under the theme of Documenting Teacher Corps Mandates and Means.

On the basis of the 360 ratings, the strand had an overall evaluation of 3.3; the rating range across all strand sessions was from 3.1 to 3.5. Highest ratings were returned by School Community Council Consultants, Deans, Principals, representatives of IHEs, Directors, Team Leaders, and Documentors.

Luncheon Address and Banquet

The day's luncheon speaker, Minzey, discussed new goals for education.

This speech, rated by 120 participants, received an overall rating of 3.6, or more than half-way toward excellent. The evening banquet speaker, Chisholm, discussed federal legislative trends in education. This address, rated by some 45 participants, received an overall assessment of 3.6.

Within each strand, the highest rated sessions were:

Strand	Highest Rated Session	Rating	Number Reporting
Community-Based Ed.	Collins: The Sociological Perspective	3.5	121
Evaluation	Bush: A Hard Lesson Learned	3.1	77
Evaluation	Olivarez: Exercises to Involve Evaluation in Project Management	3.1	29
Exceptional Child	Jackson: Development of Student Communication Skills	3.5	63
Documentation	Ianni: Documentation as a Process	3.5	86

Across all events for the day, the ten highest rated activities were:

Presentor	Session	Rating	Number Reporting
Chisholm	Banquet: Federal Trends	3.6	45
Minzey	Luncheon: New Goals	3.6	125
P.V. Collins	Community: Sociological Perspective	3.5	121
Jackson	Exceptional Child: Development of Student Communication Skills	3.5	63
Ianni	Documentation: Documentation as a Process	3.5	86
Minzey	Community: Perspectives on Community-Based Education	3.4	127
Smith	Community: A New Mission	3.3	87
Mann	Exceptional Child: Elements of the Exceptional Child Component	3.3	66
Miller	Documentation: Introduction	3.3	42
Ianni	Documentation: Implications for Project Management	3.3	58

With the exception of the luncheon and banquet, the remaining highest rated sessions were shared almost equally among the Community, Exceptional Child, and Documentation Strands.

Participants' Written Comments on Thursday's Events

Strand V - Community-Based Education: The negative written comments from the individual evaluations were directed to those three or four activities which were at the low end of the rating range. These comments suggest poor speaker preparation, vagueness of presentation, and failure to provide information participants did not already possess. The favorable comments, directed to the remaining sessions in the strand, cited: Quality of presentation, strategies, and handout materials; presentation grounded in realism; interaction with the audience; and useful information presented in a "how to use it" manner. Team reports provided similar reasons for follow up.

Strand VI - Evaluation: In addition to a few written comments suggesting that the theory presented might be difficult to apply, the negative written commentary seemed to be limited to only two of the activities in this strand, each of which was rated below the strand average. These comments suggest narrowness in presentation and relying on the participants to provide most of the useful information. The positive comments, on both the individual evaluations and team follow up reports, however, suggest in general that the strand: Had many good ideas and resources for involving staff in project evaluation; presented useful strategies for thinking through future evaluation plans; provided hands-on afternoon sessions that fulfilled the morning's expectations; and offered richness in alternative approaches to the evaluation process.

Strand VII - The Exceptional Child Component: The negative comments on the individual evaluations were almost entirely directed to the sessions that were rated lower than the overall strand average. The comments cited poor delivery, unclear presentation, and failure to attend to the problem as defined. The positive commentary, on both individual evaluations and team follow up reports, indicate that the strand: Offered useful materials; stimulated audience participation; and increased audience professional competence.

Strand VIII - Documentation: From the individual evaluations, the negative comments suggest that for parts of the strand the materials were seen to be useful but presentation could have been better organized so as to provide more concrete information to the participants. But most of the commentary on the individual evaluations was positive. Sessions were cited for quality of the speaker, opportunity for discussion and interaction with the speaker and with other participants, usefulness of materials handed out, and attempt to clarify and synthesize the documentation process. Where the strand was cited for team follow up, comments were similar to those expressed above.

Luncheon and Banquet Speakers: Both Minzey, who addressed New Goals for Education during lunch and Chisholm, who discussed Federal Legislative Trends in Education at the banquet, were praised on the individual evaluations. The written response to Chisholm was more diverse than was Minzey's; in particular, Chisholm received some criticism for appearing to use her opportunity as a political forum.

Degree of Team Follow up for Thursday

From the 105 teams reporting, planned follow up appeared as:

Strand V: Community-Based Education: Approximately 790 individual ratings were returned for this strand. A total of 50 teams reported strand follow up. The individual sessions within the strand received anywhere from six to 18 citations for team follow up.

Strand VI: Evaluation: This strand received approximately 570 individual ratings and some 45 teams reported that they would follow up on strand presentations. At the level of the individual session, team reports for follow up ranged from one to nine.

Strand VII: The Exceptional Child: With approximately 500 individual ratings, this strand was reported for follow up by 60 teams. Individual sessions in the strand were mentioned for follow up by from three to 14 teams.

Strand VIII: Documentation: This strand received approximately 360 individual ratings and 50 teams reported strand follow up. Individual sessions mentioned for follow up received between one and 14 citations.

Minzey's luncheon address and Chisholm's banquet presentation were each reported for follow up by six teams.

FRIDAY'S EVENTS

The events conducted on Friday consisted of a series of forum presentations on general Teacher Corps interests and a closing luncheon address by William Smith. Some 320 individual ratings were received for the day. The conference came to a close after the luncheon address; there were no teaming sessions for this day's events. Across all events for the day the rating range was from 2.4 to 3.5 (half-way to excellent), with Cycle XII projects providing an overall assessment of 3.0 and Program 78 of 3.2.

The Forums

Across the 14 forums presented on Friday morning, approximately 260 individual ratings were returned. For all forums together, the overall rating was 3.1, slightly above good, and again Program 78 participants assessed the forums at a slightly higher level than Cycle XII. The rating range among individual forums was from 2.4 to 3.5. All but three of the forum presentations received an overall assessment of 3.0 or better.

The five highest rated forums, each with a rating in the direction of excellence, were as follows:

Presentor	Session	Rating	Number of Ratings
Snyder	Confronting the Multifold Crisis	3.5	18
Schwahn	Situational Leadership	3.4	30
Tarleton	Through the Teacher to the Child	3.4	23
Vlasak	Progress in the Implementation of PL 94-142	3.4	8
Warnat; Shields	Adult Learning	3.4	11

Luncheon Address

William Smith brought the conference to a formal close by discussing The Task at Hand. From the approximately 30 individual ratings returned, his speech received an overall assessment of 3.1, or somewhat better than good.

SUMMARY

These data, as well as information already presented in the section dealing with the participants' overall reactions to the daily sessions, indicate that the conference was taken as a success both at the level of individual ratings and at the level of team follow up reports. All of the sessions highly rated by participants were selected for follow up at the team level, but there was not always a perfect correlation between size of rating and amount of team follow up. Follow up, to be sure, is one index of a strand or session success, and all of the higher rated sessions were listed by project teams for follow up. However, follow up should also be seen as an index of project need and the relevance of the session to Teacher Corps goals and means; thus, some of the sessions that were not among the higher rated were also selected for team follow up. Degree of follow up, further, is linked to the number of ratings made of the session. Generally, the greater the number of individual ratings returned the greater the number of participants in attendance and thus the liklihood that more teams will report follow up, independent, to an extent, of how the session might have been rated.

While the earlier days of the conference (with the exception of Saturday) did not appear to be so successful as the later days, and while in the case of some sessions this is surely an index of quality of presentation, other factors must be considered. Among these are the great number of participants who were coming to their first Teacher Corps national conference and not being quite sure what to expect, and the fact that it might have been difficult for participants to see the expected relevance and relationships of these earlier sessions to larger programmatic issues. For some participants, it is likely that these patterns did not become apparent until later in the week.

THE POST CONFERENCE EVALUATIONS

As indicated in the Introduction to this report, the post conference evaluation provided information on the following categories:

Project ID Number
Project Status
Role Group
Day of Departure
Age
Sex
Race
Where lived during childhood
Location of present project
Number of National Conferences attended

The post measure also included a scale asking for participants' ratings on items corresponding to the major objectives of the conference and provided space for written comments and suggestions for future national conferences.

In order to provide some interpretive background for daily perceptions of the conference, a few of the post conference findings were discussed in the Introduction. Among these were:

- the 600 respondents represent approximately 50% of the total in attendance
- these 600 participants represent 129 (93%) of the projects in attendance
- 55% of the respondents represent Program 78 projects, and 45% represent Cycle XII projects
- each project team, on the average, is represented by at least five of its members
- more than 90% of the participants stayed until the end of the conference
- almost equal proportions of the participants are above and below 40 years of age
- sex is equally distributed between males and females
- almost 60% of the respondents were attending their first Teacher Corps national conference; almost 80% were attending, at most, their second
- the population reporting is representative of the total population and is not biased in favor of any particular role group

Post Evaluation of Conference Objectives

This item was intended to give participants an opportunity to assess the overall value of the conference in terms of five issues matching the major aims of the National Conference. These were:

a. Contribution to understanding of Teacher Corps goals and means
b. Helping project with its future activities
c. Helping team member with project responsibilities
d. Value of the teaming sessions
e. Conference organization and processes

Each participant was asked to evaluate the conference on a scale of 1 to 5 as follows: 1 = excellent; 2 = good; 3 = fair; 4 = poor; 5 = unable to judge. This item was accompanied by specific written instructions as to the direction of the scale and each numerical point on the scale appeared under a written semantic differential description of the meaning of the point value (from excellent to unable to judge). When the data were keypunched and programmed for computer analysis the scale was reversed so that excellent became 4; good became 3; fair became 2; and poor became 1. Unable to judge was read as a non-quantitative value and was not entered into the rating computations.

For each of the objectives on the post conference evaluation measure, participants could use one of the five rating options described above (excellent to unable to judge) to indicate their perception of how well the conference had achieved Objectives A through E above. Tables 24 through 29 show the percentages of rating categories reported for these objectives. The percentages have been aggregated across all evaluations returned. Aggregates for Objectives A through E appear in Tables 24 through 28 respectively; Table 29 synthesizes these tables and shows percentages of rating categories reported across all five objectives.

Objective A

Table 24: Understanding Teacher Corps Goals/Means

Rating	Number Reporting	Percentage
Unable to Judge	2	<1
Poor	11	2
Fair	73	13
Good	291	51
Excellent	198	34
	575	100

Objective B

Table 25: Helping Project with Future Activities

Rating	Number Reporting	Percentage
Unable to Judge	12	2
Poor	19	3
Fair	119	21
Good	281	49
Excellent	144	25
	575	100

Objective C

Table 26: Helping Team Member with Responsibilities

Rating	Number Reporting	Percentage
Unable to Judge	7	1
Poor	24	4
Fair	139	24
Good	243	43
Excellent	157	27
	570	100

Objective D

Table 27: Value of Teaming Sessions

Rating	Number Reporting	Percentage
Unable to Judge	13	2
Poor	14	2
Fair	101	18
Good	285	50
Excellent	159	28
	572	100

Objective E

Table 28: Conference Organization/Processes

Rating	Number Reporting	Percentage
Unable to Judge	3	<1
Poor	40	7
Fair	136	24
Good	234	41
Excellent	157	27
	570	100

On the first objective with 25 missing cases, less than 1% of the participants were unable to judge; 2% judged the conference as poor; 13% as fair; 51% as good; and 34% as excellent. On the second objective, again with only 25 missing cases, 2% of the participants were unable to judge; 3% rated the conference as poor; 21% as fair; 49% as good; and 25% as excellent. On the third objective, with 30 missing cases, 1% of the participants were unable to judge; 4% rated the conference as poor; 24% as fair; 43% as good; and 27% as excellent. On the fourth objective, with 28 missing cases, 2% of the participants were unable to judge; 2% of the participants rated the conference as poor; 18% as fair; 50% as good; and 28% as excellent. On the final objective, with 30 missing cases, less than 1% of the participants were unable to judge; 7% rated the conference as poor; 24% as fair; 41% as good; and 27% as excellent.

Looking across all five objectives reflecting overall conference success, the following average percentages of ratings by participants emerge:

Table 29: Conference Success Across All Objectives

Rating	Number Reporting	Percentage
Unable to Judge	7	1
Poor	22	4
Fair	114	20
Good	267	47
Excellent	163	28
	573	100

Overall, then, approximately 1% of the participants were unable to judge conference success across objectives; percentages of poor ratings ranged from 2% - 7% with an average of 4% rating the conference as poor; percentages of fair ratings ranged from 13% to 24% with an average of 20% rating the conference as fair; percentages of good ratings ranged from 41% to 51% with an average of 47% rating the conference as good; and percentages of excellent ratings ranged from 25% to 34% with an average of 28% rating the conference as excellent. Percentage of participants rating the conference as good or excellent on any individual objective was never less than 70% and ranged as high as 85%. These findings are highly consistent with findings already reported (see pages 27 to 31) in a previous section discussing participants' overall ratings of the daily sessions they attended.

Overall Ratings of Objectives

The following table indicates post conference ratings of the five major objectives across all respondents who returned post conference evaluations. The scale for this table is 1 to 4: 1 = poor; 2 = fair; 3 = good; 4 = excellent.

Table 30: Ratings of Objectives across All Respondents

Objective	Mean Rating
Understanding Teacher Corps Goals/Means	3.2
Helping Project with Future Activities	3.1
Helping Team Member with Responsibilities	3.0
Value of Teaming Sessions	3.0
Conference Organization and Processes	3.0
AVERAGE	3.1

Once again, these post-conference findings are entirely consistent with participants' ratings of the daily sessions (see page 31).

Ratings of Conference Objectives by Role Group/Project Status

The following tables show (1) how the 16 role groups in attendance rated the conference in terms of the five major objectives; and (2) the effect of project status - Cycle XII versus Program 78 - on perceptions of Conference success:

Table 31: Ratings of Objectives by Role Groups

Role Group	TC Goals/ Means Rating	n	Helping Project Rating	n	Helping Team Member Rating	n	Teaming Rating	n	Conference Orgzn/ Processes Rating	n	Average
Teacher	3.2	79	2.9	79	3.0	76	3.1	76	3.0	76	3.0
Team Leader	3.2	33	3.0	33	2.8	33	3.0	33	3.0	33	3.0
Community Coordinator	3.0	33	3.0	33	3.0	33	3.0	32	2.8	33	3.0
School/Community Chair	3.2	40	3.0	39	3.0	39	3.0	38	2.8	39	3.0
Local Community Council Cons.	3.3	23	3.0	24	3.2	24	3.0	24	2.9	25	3.1
Documentor	3.1	44	2.8	41	2.9	44	2.8	44	2.7	44	2.9
Exceptional Child Coord.	3.1	13	2.9	13	2.8	13	2.8	13	3.1	13	2.9
Principal	3.3	68	3.2	66	2.9	67	3.2	67	3.1	68	3.1
Director	3.1	97	2.9	97	2.9	96	3.2	95	2.9	96	3.0
Dean	3.3	20	3.1	19	3.3	20	3.2	20	2.9	19	3.2
IHE Represent.	3.3	26	3.1	24	3.0	24	2.9	26	3.0	26	3.1
Prog. Develop. Specialist	3.0	35	2.9	33	2.8	33	3.1	33	2.6	34	2.9
Exec. Secretary	3.0	2	3.0	2	3.0	2	3.0	2	3.0	2	3.0
SEA Represent.	3.4	7	3.3	7	3.3	7	3.3	6	3.0	7	3.3
TC Wash. Staff	4.0	1	4.0	1	3.0	1	-	-	4.0	1	3.7
Other	3.1	37	2.9	37	2.8	37	3.1	35	2.8	37	2.9
	3.2	558	3.1	548	3.0	549	3.0	544	3.0	553	3.1

With the exception of the rating made by Teacher Corps Washington staff (n = 1) the rating range among role groups is never marked by greater than a .4 difference. These data are quite consistant with role group assessments of daily sessions, though marked with somewhat greater fluctuation (see page 32).

Table 32: Rating of Objectives by Project Status

Project Status											
Cycle XII	3.1	256	3.1	251	2.9	250	3.0	246	3.0	252	3.0
Program 78	3.3	317	3.1	312	3.0	313	3.1	313	2.9	315	3.1
	3.2	573	3.1	563	3.0	563	3.0	559	3.0	567	3.1

While there is no extreme variation as a function of project status, Program 78 projects report slightly higher post conference assessments of sessions (as was also seen in the daily session evaluations reported on page 33).

Variables of Interest

Some of the demographic information collected at the close of the 1978 national conference provide interesting comparisons with similar data gathered during the 1977 conference. From the 1977 conference, as reported by the 55% sample who completed the post conference measure, females appeared to outnumber males 58% to 42%. Data gathered for the present report suggest that males and females (at least in the responding sample) are now equally distributed.

In terms of racial distribution, the 1978 respondent sample compares with the 1977 sample as follows:

Race	1977 Percentage	1978 Percentage
Anglo	58	63
Asian	2	1
Black	25	26
Hispanic	6	4
Native American	5	2
Other	4	4

On the basis of the 1978 responding sample, "other" has remained constant, Anglos and Blacks have increased their representation, and Asians, Hispanics, and Native Americans have decreased.

In terms of age distribution, the 1978 respondent sample compares with the 1977 sample as follows:

Age	1977 Percentage	Cumulative Frequency	1978 Percentage	Cumulative Frequency
Under 20	1	1	<1	<1
20 - 24	5	6	1	1
25 - 29	16	22	9	10
30 - 34	20	42	19	29
35 - 39	19	61	19	48
40 - 44	14	75	15	63
45 - 49	12	87	16	79
50 - 54	9	96	13	92
55 - 59	2	98	5	98
60 - 64	2.0	100	2	99
Over 64			1	100

At the 1977 conference, 60% of the respondents indicated they were under 40 years of age, as compared to only 48% for the 1978 conference.

Levels of Conference Success by Selected Variables

The participants' ratings of the conference objectives, as was the case with other evaluation information previously discussed, again indicate the 1978 conference was successful in meeting its objectives. This level of success is markedly constant across variable categories, examination of which indicates that sex, age, race, number of conferences attended, and other demographic variables have either no or only slight influence on participants' perceptions of overall conference success. Project status - Cycle XII or Program 78 - also appears to have only a minimal bearing on perception of success.

Written Comments - Post Conference Evaluation

Almost one-half of the participants completing the 1978 post conference evaluation wrote in ways to improve future national conferences. The more prevalent of these comments suggest the following (generally in descending order of importance in terms of frequency of occurrence):

1. There is quite a bit of participant concern reflecting a need for some planned free time, more frequent rest periods, less tight scheduling, and time to reflect on a day's experiences.

2. There is some participant concern about being able to share experiences with members from their own role groups, either formally or informally.

3. There is a feeling that luncheon presentations could be eliminated or cut in time so as to allow working sessions to begin promptly.

4. Participants voiced the opinion that project teaming sessions should receive more allotted time.

5. Some participants suggested that sessions might be repeated (more than is presently the case) so that they can attend sessions whose schedules conflict.

6. Some participants pointed out a need for more in-depth, hands-on training; i.e., more working sessions and fewer lectures.

7. There seems to be a need for more and better advance conference information, as well as realistic descriptions of session objectives and design.

8. Some participants suggested attempting to design different conference activities (and structure) for veterans versus newcomers. (However, there were few comments indicating a perception that the 1978 conference was geared more in the direction either of the terminating or of the beginning projects.)

9. A few participants suggested that lunches could be set up and conducted on the basis of role group, project, network, etc., with possible interaction with presentors.

Many of the written suggestions also included statements indicating high levels of satisfaction with the 1978 national conference.

INTERPRETATIONS AND RECOMMENDATIONS

Success of the Conference

The findings demonstrate that the Teacher Corps successfully met the goals set for the 1978 national conference. Participants were given, and seemed to act upon, the many opportunities made available for examining the four major Teacher Corps outcomes - improved school climate, improved personnel development systems, continuation of educational improvement, and adoption/adaptation of these improvements by other agencies. Wherever possible, attempts were made to link these outcomes with suggested means of achievement - diagnostic/prescriptive teaching, multicultural education, community-based education, integrated pre-/inservice training, and collaborative governance.

The wide range of training provided ideas and techniques with which projects and their members could work to address the above intentions, which is seen in the successful accomplishment of the specific developmental and training objectives set for the conference:

- reinforcing participants' identity with the national effort to meet the four principal outcomes
- offering opportunities to participants to share both formally and informally project successes and failures
- helping Teacher Corps participants examine and analyze major educational and operational problems, processes, and solutions
- bringing together like-minded professionals to exchange experiences on common problems
- bringing to the audience significant experience and resources for possible use in future Teacher Corps operations

Certainly there were some problems, logistical and others. As in any hotel attempting to accommodate some 1200 conference participants and helping coordinate so many separate activities, there were problems with facilities;

this was especially true of scheduling of events and, when rooms were used for concurrent presentations, there was the inevitable crowding and noise. Yet in spite of such obstacles the conference was a success. Individuals and projects were provided with a good deal of information, most of which was useful, to help them in their present and future plans.

The Evaluation Design and Participant Response

As mentioned earlier, the evaluation was required. Participant response rates were high and positive, and suggest that participants see benefits in attending future national conferences. The question arises as to whether such a high return rate and direction of response is an outgrowth of possible biases. From the four parts of the data base - individual session ratings, team reports, written commentary, and post conference evaluations - that does not appear to be the case. Not all sessions were highly rated; not all items on formal measures were totally in the direction of successful accomplishment; not all sessions were selected for follow up; not all groups were in complete agreement as to levels of conference success. Though the data are positive, there is enough variation among sessions and among rating groups to provide what appears to be a reasonably accurate picture of the participants' valuing of the 1978 conference in and of itself.

Validity and Reliability of the Measures

Given a conference with so many participants of diverse backgrounds and with such a high number of sessions, an evaluation measure will be more or less sensitive for particular sessions. Further, these measures alone may not tap the attitudes of participants' toward a session or topic, and to some extent their responses will be influenced by these attitudes. But the high level of agreement among measures suggests that the data base is accurate and consistent.

The matter of validity of the measures was discussed in a previous section. One concern was that new members of Teacher Corps might not be able to judge a session's success on certain of the evaluation questions. Another was that some of the objectives a session might try to accomplish could be unclear for any participant who has attended only one or two introductory sessions; some of these objectives, such as dealing with programmatic relationships, might become clearer as a function of attending several events over time. Further, it is possible that a session's success on other objectives, such as contribution to individual knowledge or to project plans, might not become apparent until these issues are discussed during an evening teaming session, or possibly even after a participant has left the conference and has had time to reflect.

In an attempt to provide measures that were fair to the sessions and which would provide a valid picture of their success, a non-numerical option of "unable to judge" was possible for each objective. Participants unable to make decisions about a particular question used this category rather than make some arbitrary choice which might tend to distort the reported levels of success.

In terms of reliability, there is high consistency among all the measures used. First, conference levels of success in the individual session evaluations correlate highly with levels of success reported in the post conference measure. Second, average ratings reported by the separate role groups correlate well on both measures. Third, team follow up reports are consistent, in terms of their selections, with indices of success reported on the individual session evaluations. There is no discrepancy between a session's rating and the degree to which it was selected for team follow up (although other factors in addition to rated success may influence this selection; for example, while all highly rated sessions were selected for team follow up, sessions not in the highest range were also selected; selection is not only a function of size of rating but also size of the need for the team selecting on the topic, the importance of the topic to Teacher Corps outcomes, and numbers of participants in the audience). Fourth, there is marked consistency between participants' written comments and a session's success - with negative comments about lower-rated sessions and positive comments about higher-rated sessions.

Representativeness of the Data

While the data base does not appear to overestimate the reported levels of success, it is possible that for some of the earlier days it may underestimate success. That is, in the first few days of the conference, there were events such as luncheons or evening speeches which, for reasons previously discussed, may not be appropriate for formal evaluation. These events frequently had a less than "good" reception. Further, some of the other early events, rated by only a handful of people, were often seen as less than successful. When this kind of event is one of only two or three events conducted during a day, then its reported level of success can assume unwarranted proportions. Thus, inappropriateness of a session for formal evaluation, number of events conducted during a day, and numbers of people involved in the ratings may lead to a single session having a more profound effect on the daily aggregate than was the case later in the week. If such sessions are poorly received, they may lead to a situation in which reported ratings underestimate true levels of success. From Tuesday afternoon on, no single session (good or bad) will assume such proportion; from this point until the end of the conference each day consisted of dozens of sessions spread over hundreds of participants. For this latter segment of the conference, no single event can have an unjustified influence on the aggregate.

Recommendations

All of the data seem to point to a conference which was successful in meeting its objectives. Some of the data, however, suggest areas of possible improvement in pre-conference activities, the structure of the conference, and the way in which presentors are selected and oriented toward their responsibilities.

1. Distribute Accurate Pre-Conference Materials

Several of the sessions conducted during the 1978 conference did not match their written descriptions, a fact noted by many of the participants. These descriptions should be stated realistically in terms of objectives, design for the session, what can be reasonably accomplished in the time allotted, and manner of presentation - formal/lecture; informal/interaction; amount of hands-on activities offered, and so forth. Such advance description would help participants make decisions about attendance not only on the basis of content but also in terms of manner of presentation.

2. Set Up Advance Registration

While the mechanism for registration was much smoother in the 1978 conference than was the case in 1977, advance registration could still be considered, perhaps using the networks as the vehicle for registration.

3. Build In Some Release Time

Many participants are still concerned about the heavy load of the conference. While the conference should continue to be highly structured, some time could be offered part-way through the conference for reflection and rest.

4. Provide Some Opportunity For Role Group Interaction

While it does not appear necessary to have separate sessions conducted on the basis of role, some informal role group interaction would seem to be desirable. One of the lunches could possibly be set up to provide role group interaction on an informal basis.

5. Eliminate Luncheon Speeches

The formal luncheon presentations, from the standpoint of many participants, accomplish nothing other than cause working sessions to begin late. Should these speeches be eliminated, it might then be more feasible to offer release time as well as to provide some informal role group conversations. Should they be continued, they should not be subject to formal evaluation. They do not seem to lend themselves to this kind of evaluation and few participants evaluate them in any case. Should they continue, they should be allotted less time, and kept to that time period.

6. Allot More Time to Teaming

Most participants found the evening teaming sessions to be extremely valuable. If possible, within a highly structured conference, these sessions would probably be even more useful were they allotted a little more time, perhaps two hours instead of one.

7. Impose An Upper Limit on the Number of Sessions Offered in a Strand

Four strands each over two days seems to work quite efficiently. Some of the strands, however, had many more components than others, increasing the difficulty participants encountered in making attendance decisions. Some limit should be placed on the maximum number of components in a strand - with perhaps with ten or twelve as an upper limit.

8. Limit the Number of Presentors in a Single Session

Single sessions (such as a skill session) with too many speakers seemed to cause more confusion for the participants than enhance their knowledge.

9. Where Possible, Repeat Crucial Sessions

Rather than attempt to provide the maximum number of separate sessions (say within a strand) possible in the time allotted, it might be wiser to offer fewer sessions and repeat them so that participants can attend more. Even though the final synthesizing device is intended to be the team, participants seem to feel more secure when they can attend a greater number of seemingly competing sessions.

10. Provide More Sessions of a Hands-On, Working Nature

Most participants appear to prefer sessions which offer hands-on, problem solving or application sessions rather than lecture. If lecture sessions are to continue, do not begin the conference with such sessions. If lecture sessions are no longer desirable, inform all presentors of such a change.

11. Focus on a Single Theme, With Project Teaming, For the First Day

Such a single theme, combined with project teaming, might focus on one central topic such as institutionalization. It may be desirable to design the conference with Program 79 projects arriving and beginning activities first, followed by Program 78 projects. As an alternative, it may be desirable for both kinds of projects to arrive at the same time, in which case the first day, single theme event, should be conducted separately by project status. In the latter case, part of the second day might be given over to forums in which role group members could discuss their problems and needs; if conducted, these forums should provide maximum opportunity for Program 79 projects to learn from the experiences of the Program 78 projects. Both kinds of project should be brought together, early, if not in the beginning of the conference.

12. Place Strands Before Skill Sessions

Two days should continue to be given over to strands. After the strands, skill sessions should then be conducted which provide more in-depth, small group training on the more important or difficult of the topics covered in the strands. As an alternative, one day of strands could be followed by half a day of skill sessions and half a day of less formal activities. Another full day of strands could then be offered, followed by half a day of skill sessions. Regardless of which method is followed, but perhaps more effective if the latter combination of strand/skill session is followed, the conference should conclude with forums (possibly optional) similar to those offered in the 1978 conference.

13. Selecting and Orienting Presentors

Presentors need to be chosen with care on the bases of their knowledge of Teacher Corps, the topic being presented, and their abilities as speakers. Each session should rely heavily on well-organized hand-out materials. Where presentors need to modify their presentations from the written description, they should be instructed to inform the audience of the nature of and reason for the changes. In addition, presentors should be encouraged to follow the methods of those sessions that appear to have been more successful in the 1978 conference. Further, the presentors' orientation should stress the absolute need to inform participants about the manner in which they intend to present and, within the constraints of that manner, to involve the participants as actively as possible.

14. Design The Conference for the Needs of Both Program 78 and Program 79 Participants

While it does not appear to have been a great area of concern at the 1978 conference, some participants voiced the opinion that the conference seemed to be geared more to the needs of one kind of project than another. Although projects attending a 1979 conference will continue to be one year apart in the funding cycle, the fact of uniform five-year funding should tend to minimize feelings of disparity between the two kinds of project. At any rate, the potential problem must be kept in mind should a national conference be designed for 1979.

APPENDIX A

CONFERENCE EVALUATION MATERIALS

TEACHER CORPS

CONFERENCE EVALUATION MATERIALS

Once again we're asking you to provide us with evaluation information to help in determining future needs and directions, both for the conference and for local projects. We are asking for your assessment of the presentations you attend as well as for information about the organization and processes of the entire conference.

In this packet, there are several copies of the forms to be used to evaluate each session you attend, and one copy of the post-conference evaluation form to complete before you leave the conference. Each day you'll be filling out several copies of the Session Evaluation, one for each presentation that you attend. It is probably better to complete each evaluation immediately after the session has finished and the presentation is still fresh in your memory. Take your session evaluations with you each evening to the teaming session. At the teaming session, there will be another form (the project director will have this form) that you'll use to make decisions about project follow-up. Your assessments of each session you attended will be extremely valuable to the rest of your team as you make decisions about future needs. There will be two copies of the Team Follow-up Report - one for the project to keep and one to be returned to the evaluation team. Each evening after your team session, all your individual session assessments and one copy of the team follow-up report should be given to your project director or executive secretary who will then give the entire set of assessments to the evaluation team.

Information Flow: Complete an evaluation form for each session you attend.

Take them all to the evening teaming session.

Complete the team follow-up report; one copy for your project, the other for the evaluation team.

Project director gathers all session evaluations and one copy of the team follow-up report and brings them to the evaluation team; or executive secretary can bring all reports for the entire network.

On the last day of the conference complete the post-conference evaluation. Project director brings these forms, and any other assessments for the day, to the evaluation team.

Exceptions: If you don't participate in a teaming session, give your individual session evaluations and post-conference evaluation to your project director or executive secretary, who then returns them to the evaluation team.

If you leave the conference before it ends, complete the post-conference evaluation and give it to your project director or executive secretary, who then returns them to the evaluation team.

The evaluation forms have been designed so that the information on them can be used directly for keypunching in preparation for computer analysis.

Please: Use a ball-point pen for all responses.

Circle appropriate numbers when asked.

Write in any requested identification information, e.g., project number.

For each session you evaluate, write in the number of the session as listed in the conference agenda.

CODES

Please use the following codes.

Role Group coding is as follows:

1. Teacher
2. Team Leader
3. Community Coordinator
4. School/Community Chair
5. Local Community Council Consultant
6. Documentor
7. Exceptional Child Coordinator
8. Principal
9. Director
10. Dean
11. IHE Representative
12. Program Development Specialist
13. Executive Secretary
14. State Education Agency Represnetative
15. TC Washington Staff
16. Other

Please circle the appropriate code number on the Session Evaluation for each session you attend, and on the Post-Conference Evaluation.

Your Project Number may be found on the lists distributed at registration. Extra copies are available in the State Room and the Evaluation Office.

Thank you.

Jim Burry
Center for the Study of Evaluation
University of California, Los Angeles

TEACHER CORPS

SESSION EVALUATION

A. Your Project Number. Write it here: ______

B. Your Project Status. Circle one choice. 1. Cycle XII 2. Program 78

C. Your Role Group. Circle one choice: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

D. Write in the number of the session here ______ (e.g., the strand number if you attend and rate the entire strand; or a separately numbered session in a strand; or the number of an individual skill session; etc.).

E. Session Rating. In making this assessment, be sure to use the following scale: 1 = excellent; 2 = good; 3 = fair; 4 = poor; 5 = unable to judge.

Circle the one number to the left of each statement below that best indicates your rating of the session. Use "5" only when you cannot make a judgment.

Exclnt	Good	Fair	Poor	Unable to Judge	
1	2	3	4	5	a. Statement of purpose and goals
1	2	3	4	5	b. Achievement of purpose and goals
1	2	3	4	5	c. Clarification of Teacher Corps goals and means of accomplishing these goals
1	2	3	4	5	d. Attempt to relate content to other sessions (in the same strand or to other strands/skill sessions)
1	2	3	4	5	e. Contribution to your knowledge, comprehension, or ability to deal with subject presented
1	2	3	4	5	f. Contribution in terms of project follow up: e.g., relation to project plans, objectives, needs

F. For any of the above statements where you have given a "poor" rating, please provide your reasons in the spaces below:

TEACHER CORPS

POST-CONFERENCE EVALUATION

A. Your Project Number. Write it in here: ______

B. Your Project Status. Circle one choice: 1. Cycle XII 2. Program 78

C. Your Role Group. Circle one choice: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

D. Circle the number of the day you departed: 1. Mon 2. Tue 3. Wed 4. Thu
5. Fri

E. Age. Circle one number below:

1. Under 20
2. 20 - 24
3. 25 - 29
4. 30 - 34
5. 35 - 39
6. 40 - 44
7. 45 - 49
8. 50 - 54
9. 55 - 59
10. 60 - 64
11. 65 or over

F. Sex. Circle one number below:

1. Male 2. Female

G. Where you lived during most of your childhood. Circle one number below.

1. Rural
2. Small Town (Under 10,000)
3. Small City (10,000 - 50,000)
4. City (over 50,000) inner-city
5. City (over 50,000) suburbs

H. How many Teacher Corps National Conferences have you attended (including this one)? ______

I. Race. Circle one number below:

1. Anglo/Caucasian American
2. Asian American
3. Black/Afro American
4. Hispanic American
5. Native American
6. Other

J. Location of Project. Circle one number below.

1. Rural
2. Small Town (Under 10,000)
3. Small City (10,000 - 50,000)
4. City (over 50,000) inner-city
5. City (over 50,000) suburbs

K. Post-Conference Evaluation. In making this assessment, be sure to use the following scale: 1 = excellent; 2 = good; 3 = fair; 4 = poor; 5 = unable to judge.

Circle the number to the left of each statement below that best indicates your rating of the entire conference for that statement. Use "5" only when you cannot make a judgment.

Exclnt	Good	Fair	Poor	Unable to Judge	
1	2	3	4	5	a. Contribution to your understanding of Teacher Corps goals and the means to accomplish them.
1	2	3	4	5	b. Helping your project with its planned activities.
1	2	3	4	5	c. Helping you professionally in terms of your project responsibilities.
1	2	3	4	5	d. Contribution of the project teaming sessions.
1	2	3	4	5	e. Organization and processes of Conference.

L. Project Directors only. Are you on a tenure track at your college or university? 1. Yes 2. No

M. All Participants. Suggestions for future national conferences (use back of this page).

TEAM FOLLOW-UP REPORT

A. Project Number. Write it here: _____

B. Circle the number of the day you are reporting on. 1. Mon 2. Tue 3. Wed 4. Thur

C. On the lines below, write in the numbers of each session that your team plans to follow up on, e.g., the strand number if your follow-up is on the entire strand, or a separately numbered session in a strand, or the number of an individual skill session, etc. Place only one session number on each line. For each session you plan to follow up on, next to its number write a short reason for why your team plans to follow up: e.g., further information; meets project need; potential implementation, etc. Your reasons will be used in a content analysis of implementation needs.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

D. For which of the sessions above would your team like to have further training from Teacher Corps? Write their numbers here:

____

APPENDIX B

RATINGS OF THE 25 MAJOR CONFERENCE EVENTS

For each of the 25 major conference activities, Appendix B shows the following:

1. Title of the session and its presentors
2. Number of individual ratings the session received
3. Session's average evaluation (underlined) on each of the objectives on the measure:

   Objective A = statement of purpose and goals

   Objective B = achievement of purpose and goals

   Objective C = clarification of Teacher Corps goals and means

   Objective D = attempt to relate session content to other areas

   Objective E = contribution to personal knowledge

   Objective F = contribution to project in terms of its plans and objectives

4. Overall average for the session
5. Where appropriate, differential group means by Cycle XII and Program 78 projects
6. The role groups in attendance at the session, the numbers of ratings made by each group, and the ratings of the session made by each group

   For the 16 role groups, the following abbreviations are used:

Teacher	Tch
Team Leader	TL
Community Coordinator	CC
School/Community Chair	SCC
Local Community Council Consultant	LCC
Documentor	Doc
Exceptional Child Coordinator	ECC
Principal	Prn
Director	Dir
Dean	Dn
IHE Representative	IHE
Program Development Specialist	PDS
Executive Secretary	ExS
SEA Representative	SEA
TC Washington Staff	TCW
Other	Oth

7. There need not always be complete correspondence between total numbers of ratings made for a session and numbers of ratings made by role groups. Where role group information was missing on an evaluation form, numbers reported at the role group level sum to less than the total number of ratings reported.

Average Ratings and Ratings by Role Group of the 25 Major Sessions

Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status XII	P78
1. LCCC Orientation	30			3.0	2.8	2.8	3.4	3.3	3.2	3.1	-	3.1
Bonney; Robinson;												
Gromfin; Hill;												
Vance; Parker; Joyce;		CC	10	3.0	3.0	2.5	3.0	3.0	3.0	2.9		
Mesa; Lentz;		LCCC	20	3.0	2.7	3.0	3.6	3.5	3.2	3.1		
Grady; P. Collins												
2. Opening Session, Program 78												
Smith	68			3.1	2.9	3.0	2.8	2.7	2.8	2.9	-	2.9
		Tch	10	3.0	2.7	2.7	2.6	2.7	2.8	2.7		
		TL	1	3.0	3.0	4.0	3.0	3.0	3.0	3.2		
		CC	1	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
		SCC	1	2.0	2.0	2.0	2.0	2.0	2.0	2.0		
		LCC	9	3.1	2.9	3.1	2.8	2.4	2.5	2.8		
		Doc	11	3.3	3.0	3.1	2.9	2.7	2.7	2.9		
		Prn	9	3.0	2.4	3.0	2.4	2.5	2.6	2.7		
		Dir	12	3.1	3.0	3.3	3.1	3.0	3.0	3.0		
		Dn	6	3.2	2.4	2.7	2.8	2.8	3.0	2.8		
		IHE	3	3.7	3.3	3.7	3.5	3.3	3.0	3.4		
		PDS	1	3.0	3.0	1.0	-	1.0	1.0	1.8		
		TCW	1	3.0	4.0	4.0	3.0	3.0	4.0	3.5		
		Oth	3	3.5	3.5	3.0	3.0	2.7	2.7	2.8		

Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status XII	Average by Project Status P78
3. State Education Agency Liaisons Ardike; Smith	31			2.8	2.9	2.7	2.4	3.2	2.9	2.8	-	2.8
		Tch	2	3.0	3.0	3.0	2.0	3.0	2.0	2.7		
		SCC	2	3.0	3.0	2.0	2.0	3.0	2.0	2.5		
		LCC	2	3.0	2.0	3.5	2.0	2.0	2.0	2.4		
		Doc	3	3.0	3.3	2.3	2.7	4.0	3.7	3.2		
		Prn	2	3.0	3.0	3.0	2.0	4.0	4.0	3.2		
		Dir	2	3.0	3.0	2.0	2.0	4.0	4.0	3.0		
		Dn	1	2.0	2.0	1.0	2.0	3.0	2.0	2.0		
		IHE	4	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
		PDS	2	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
		SEA	11	2.6	2.9	2.7	2.5	3.0	2.6	2.6		
4. Planning for Institionalization, P78 Waterman; P. Collins; Tanner; Pankratz; Leeke; Moore	529			3.1	2.9	2.9	2.8	2.9	2.9	2.9	-	2.9
		Tch	66	3.1	2.8	3.0	2.9	2.9	2.8	2.9		
		TL	6	3.3	3.0	3.3	3.2	2.8	3.0	3.1		
		CC	13	3.5	2.9	3.3	2.9	2.9	3.0	3.1		
		SCC	39	3.0	2.9	3.0	2.8	2.8	2.7	2.9		
		LCC	51	3.1	2.9	2.7	2.6	2.9	2.8	2.8		
		Doc	67	3.0	2.8	2.8	2.6	2.8	3.0	2.9		
		Prn	80	3.2	3.1	3.1	2.9	3.0	3.1	3.0		
		Dir	95	3.2	3.0	2.9	2.8	2.8	3.0	3.0		
		Dn	31	2.7	2.5	2.7	2.6	2.7	3.0	2.7		
		IHE	35	3.2	2.9	3.0	2.9	3.1	2.9	3.0		
		PDS	19	3.2	3.0	2.7	3.0	2.8	2.6	2.9		
		SEA	4	3.2	3.0	2.7	2.0	3.5	3.0	3.0		
		TCW	2	3.5	3.5	3.0	3.0	3.5	3.0	3.2		
		Oth	21	2.6	2.6	2.7	2.6	2.6	2.8	2.7		

	Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status XII	Average by Project Status P78
5.	Luncheon Speech, Monday	131			3.0	2.9	2.7	2.7	2.9	2.8	2.8	-	2.8
	Edmonds		Tch	15	3.1	2.7	2.3	2.3	2.8	2.7	2.5		
			TL	1	4.0	3.0	4.0	2.0	4.0	4.0	3.5		
			CC	2	2.5	2.5	2.5	2.5	2.5	2.5	2.5		
			SCC	4	2.4	2.4	1.7	1.7	2.0	2.0	2.0		
			LCC	16	3.3	3.1	2.7	2.6	3.1	2.6	3.0		
			Doc	14	3.0	2.9	2.9	2.7	2.9	2.5	2.8		
			ECC	1	3.0	3.0	2.0	2.0	2.0	2.0	2.3		
			Prn	17	3.1	3.0	2.9	2.9	3.0	2.9	3.0		
			Dir	24	3.0	3.1	2.8	3.0	3.0	2.9	3.0		
			Dn	9	2.8	2.8	2.3	2.5	2.8	3.1	2.6		
			IHE	10	2.8	2.7	2.2	2.5	3.1	2.7	2.7		
			PDS	5	3.2	3.0	3.0	2.7	3.2	2.8	3.1		
			ExS	1	4.0	4.0	4.0	3.0	3.0	4.0	3.7		
			SEA	4	3.0	3.2	3.0	3.0	3.2	3.3	3.1		
			TCW	1	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
			Oth	7	2.8	2.7	2.5	2.6	2.8	3.2	2.8		

Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status XII	Average by Project Status P78
6. Conference Opening Session, P78 and CXII	51			2.9	2.8	2.7	2.6	2.8	2.6	2.8	-	2.8
Young		Tch	7	2.8	2.6	2.6	2.4	2.7	2.7	2.6		
		CC	2	2.0	2.5	2.5	2.5	2.0	2.0	2.2		
		SCC	2	2.7	2.3	2.5	2.5	3.0	2.5	2.7		
		LCC	6	3.3	3.2	2.8	2.8	3.2	3.0	3.1		
		Doc	5	3.0	3.0	3.0	3.2	3.2	2.8	3.0		
		ECC	1	2.0	3.0	2.0	2.0	2.0	2.0	2.2		
		Prn	8	3.1	3.1	3.0	3.1	3.1	3.1	3.1		
		Dir	9	3.0	3.0	3.0	2.6	2.9	2.7	2.8		
		Dn	3	3.0	2.2	2.3	2.3	2.5	2.7	2.6		
		IHE	2	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
		PDS	1	1.0	1.0	1.0	1.0	1.0	1.0	1.0		
		ExS	1	2.0	1.0	1.0	1.0	1.0	1.0	1.2		
		TCW	1	3.0	3.0	3.0	4.0	4.0	2.0	3.2		
		Oth	3	2.7	2.7	2.0	2.0	2.3	1.5	2.4		
7. Deans' Colloquium	174			3.2	2.8	3.0	2.7	2.9	2.9	2.9	3.0	2.9
Gant, Sharp; Hansen; Sandefur; Petrie; Smith		Tch	1	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
		TL	1	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
		SCC	4	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
		LCC	1	2.0	2.0	3.0	2.0	2.0	2.0	2.2		
		Doc	1	4.0	4.0	4.0	2.0	3.0	4.0	3.5		
		Dir	4	3.2	3.2	3.2	1.7	2.5	3.2	2.9		
		Dn	155	3.1	2.7	2.9	2.6	2.8	2.9	2.9		
		IHE	5	3.4	3.4	3.4	3.4	3.4	3.4	3.4		
		Oth	2	3.5	2.5	3.0	3.0	3.0	2.5	2.9		

Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status	
											XII	P78
8. SEA Liaisons/ National Council of States on Inservice Education J. Collins; Ardike; Steffensen; Lewis	8			3.0	3.0	2.6	3.1	3.5	3.1	3.1	-	3.1
		Doc	1	2.0	3.0	2.0	3.0	2.0	3.0	2.5		
		Dn	1	3.0	3.0	2.0	2.0	4.0	2.0	2.7		
		SEA	6	3.2	3.0	2.8	3.4	3.7	3.3	3.2		
9. Planning for Institutionalization, Cycle XII Waterman; P. Collins; Tanner; Pankratz; Leeke; Moore	372			3.1	2.8	3.0	2.8	2.7	3.0	2.9	2.9	
		Tch	46	3.3	3.0	3.2	2.8	2.9	3.2	3.1		
		TL	44	3.1	2.8	3.1	2.7	2.6	2.9	2.9		
		CC	60	3.0	2.8	3.0	2.7	2.7	3.0	2.9		
		SCC	20	3.4	3.3	3.3	3.1	3.1	3.0	3.2		
		LCC	1	4.0	4.0	4.0	3.0	4.0	4.0	3.8		
		Doc	8	2.6	2.7	2.6	2.5	2.2	2.1	2.4		
		ECC	14	2.9	2.7	2.6	2.6	2.7	2.9	2.7		
		Prn	32	3.0	2.7	2.8	2.7	2.5	2.7	2.7		
		Dir	61	3.1	2.8	3.0	2.8	2.8	3.2	3.0		
		IHE	5	2.6	2.0	2.2	2.0	2.2	2.5	2.2		
		PDS	37	3.2	2.5	3.0	2.9	2.4	2.9	2.8		
		SEA	1	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
		Oth	43	3.0	2.7	2.9	2.8	2.9	3.0	2.9		

	Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status	
												XII	P78
10.	Development of Elected Community Councils	274			2.8	2.4	2.6	2.5	2.5	2.5	2.5	-	2.5
	Davies; Gromfin;		Tch	29	2.9	2.5	2.7	2.5	2.4	2.4	2.6		
	Winecoff; Powell		TL	4	2.7	2.7	3.0	2.7	2.7	2.7	2.8		
	Wallace		CC	4	2.5	2.0	2.0	2.3	2.3	2.0	2.0		
			SCC	20	2.6	2.7	2.5	2.5	2.7	2.6	2.6		
			LCC	28	2.8	2.4	2.7	2.6	2.6	2.6	2.6		
			Doc	45	2.9	2.3	2.6	2.6	2.5	2.5	2.5		
			ECC	2	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
			Prn	36	2.9	2.5	2.7	2.7	2.4	2.5	2.6		
			Dir	74	2.7	2.4	2.6	2.4	2.4	2.5	2.5		
			IHE	16	2.5	2.1	2.2	2.3	2.6	2.5	2.4		
			PDS	4	2.5	1.8	2.5	2.3	2.0	2.2	2.2		
			SEA	2	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
			Oth	10	2.9	2.6	2.7	2.5	2.7	2.5	2.6		
11.	Luncheon Speech, Tuesday	141			2.3	2.2	2.1	2.1	2.2	2.1	2.2	1.9	2.5
	Sarason												
			Tch	17	2.3	2.0	2.1	2.2	2.2	2.1	2.1		
			TL	8	2.0	1.6	1.7	1.3	1.5	1.6	1.7		
			CC	10	2.1	2.1	2.1	1.9	2.1	1.8	2.1		
			SCC	11	3.4	3.1	3.0	3.0	2.9	2.7	3.0		
			LCC	3	3.0	2.7	1.5	2.3	3.0	3.0	2.7		
			Doc	11	2.6	2.6	2.4	2.1	2.5	2.4	2.5		
			ECC	3	2.0	2.3	2.0	2.0	1.3	2.7	2.0		
			Prn	20	2.6	2.4	2.5	2.3	2.4	2.4	2.5		
			Dir	26	2.1	2.0	1.9	2.0	2.0	1.9	2.0		
			Dn	2	2.5	2.5	2.5	2.0	2.0	2.0	2.2		
			IHE	3	2.7	2.7	4.0	4.0	3.2	2.7	2.9		
			PDS	12	1.9	1.7	1.6	1.6	1.6	1.6	1.7		
			ExS	2	1.0	1.0	1.0	1.0	1.0	1.0	1.0		
			SEA	1	1.0	1.0	1.0	1.0	2.0	-	1.2		
			TCW	1	2.0	2.0	2.0	2.0	2.0	2.0	2.0		
			Oth	11	2.2	2.0	2.1	2.0	2.0	1.9	2.0		

Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status	
											XII	P78
12. Skill Sessions	626			3.3	3.1	2.9	2.9	3.1	3.0	3.0	3.0	3.1
		Tch	98	3.2	3.1	2.9	2.8	3.0	2.9	3.0		
		TL	42	3.4	3.1	3.0	2.9	3.1	3.0	3.1		
		CC	49	3.2	3.1	3.1	2.9	3.1	3.1	3.0		
		SCC	62	3.4	3.2	3.1	3.1	3.3	3.3	3.2		
		LCC	34	3.4	3.3	2.9	2.9	3.3	3.2	3.2		
		Doc	38	3.3	3.1	3.0	3.0	3.2	3.1	3.1		
		ECC	18	3.2	2.8	2.8	2.8	2.9	2.8	2.8		
		Prn	85	3.3	3.0	2.9	2.8	3.0	3.1	3.0		
		Dir	83	3.4	3.1	2.9	2.8	3.0	3.0	3.0		
		Dn	2	2.5	2.0	1.0	2.0	2.0	1.0	2.1		
		IHE	23	3.2	3.0	2.8	2.8	2.9	3.1	3.0		
		PDS	32	3.2	2.9	2.7	2.6	2.9	2.8	2.9		
		ExS	1	3.0	3.0	-	-	4.0	2.0	3.0		
		SEA	4	3.5	3.2	2.7	3.2	3.7	3.0	3.2		
		TCW	1	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
		Oth	54	3.2	3.0	2.8	2.9	2.8	2.8	2.9		
13. Strand I: History of Change Jackson; Chisholm; Marsh; Bush; Gartner; Riessman; Gall; C. Clark; McNair; Stallings; H. Clark; Duvall; Rice; Levine; Roschwalb	698			3.2	3.0	3.0	2.9	3.0	3.0	3.0	2.9	3.2
		Tch	99	3.2	2.9	2.9	2.9	2.9	2.8	2.9		
		TL	52	3.1	3.1	3.0	2.9	3.1	3.0	3.0		
		CC	53	2.7	2.3	2.6	2.5	2.3	2.6	2.5		
		SCC	41	3.3	3.0	2.9	3.0	2.9	2.9	3.0		
		LCC	27	3.4	3.2	3.0	2.9	2.9	2.8	3.1		
		Doc	41	3.4	3.2	3.3	3.1	3.3	3.3	3.3		
		ECC	33	3.5	3.5	3.4	3.5	3.6	3.5	3.5		
		Prn	89	3.2	3.0	3.1	3.0	3.1	3.0	3.1		
		Dir	68	3.3	3.2	3.1	3.0	3.1	2.9	3.1		
		Dn	27	3.3	3.1	2.7	3.0	3.0	3.0	3.0		
		IHE	23	3.3	3.1	3.0	3.1	2.9	3.0	3.1		
		PDS	63	3.3	2.9	2.8	2.6	2.6	2.9	2.9		
		ExS	2	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
		SEA	9	3.4	3.2	3.6	3.1	3.4	3.5	3.3		
		TCW	2	3.0	4.0	3.0	3.0	2.0	3.0	3.0		
		Oth	69	3.2	3.1	2.9	3.0	3.0	2.9	3.0		

	Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status	
												XII	P78
14.	Strand II												
	Demonstration	391			3.2	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.1
	Morris; Hayes;		Tch	49	3.4	3.3	3.2	3.3	2.9	3.1	3.2		
	Acheson; Cabe;		TL	55	3.2	3.2	2.8	3.0	3.1	3.0	3.0		
	Arends; Parish;		CC	9	3.0	3.0	3.1	3.2	3.0	3.3	3.1		
	Wilson; Esquemita;		SCC	57	3.0	2.5	2.6	2.7	2.7	2.7	2.7		
	Formenek		LCC	8	2.9	2.9	2.8	2.7	2.9	2.7	2.8		
			Doc	47	3.2	3.2	3.2	3.1	3.2	3.1	3.2		
			ECC	1	3.0	2.0	3.0	3.0	3.0	2.0	2.7		
			Prn	61	3.0	2.9	3.0	3.0	2.8	3.1	3.0		
			Dir	20	2.8	2.7	2.6	2.5	2.6	2.6	2.7		
			Dn	10	4.0	4.0	3.0	-	3.0	4.0	3.6		
			IHE	6	2.4	2.0	2.7	2.3	2.0	2.0	2.2		
			PDS	54	3.4	3.2	3.0	2.9	3.3	3.1	3.2		
			ExS	1	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
			Oth	13	3.3	3.4	3.5	3.1	3.1	3.2	3.3		
15.	Strand III: Education that is Multicultural	804			3.4	3.2	3.1	3.0	3.2	3.2	3.2	3.2	3.2
			Tch	184	3.5	3.4	3.2	3.1	3.4	3.4	3.3		
	C. Grant; Banks;		TL	47	3.7	3.6	3.6	3.6	3.6	3.5	3.6		
	Gollnick; Dirlam;		CC	87	3.3	3.1	3.3	3.2	3.5	3.5	3.3		
	Buchanan; Adair;		SCC	133	3.3	2.9	2.8	2.9	2.8	3.1	3.0		
	Bruce; Broyls;		LCC	69	2.9	3.2	3.4	2.8	3.2	3.5	3.2		
	Lincoln; Yoshiwara;		Doc	11	3.0	2.8	2.5	2.5	2.5	2.5	2.7		
	Fagan; Joseph; Gay;		ECC	31	3.6	2.9	2.9	2.7	2.9	2.9	3.0		
	Butterfield;		Prn	78	3.3	3.3	3.3	3.3	3.3	3.2	3.3		
	Arciniega; Pasternak;		Dir	60	3.4	3.3	2.6	2.9	2.9	3.0	3.0		
	G. Grant; Holmes;		Dn	4	3.2	3.2	3.2	3.0	3.2	3.2	3.2		
	Payne; Hanner; Lucio;		IHE	13	3.0	2.8	2.6	2.7	2.8	2.8	2.8		
	Benish; Rosado; A. Grant		PDS	51	3.5	2.8	3.1	2.6	2.8	2.8	3.0		
			SEA	2	2.0	2.0	2.0	2.0	1.5	2.0	1.9		
			Oth	34	3.3	3.1	2.9	3.1	3.1	3.1	3.1		

Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status XII	Average by Project Status P78
16. Strand IV: Planning	584			3.2	3.2	3.1	3.1	3.2	3.1	3.2	3.2	3.1
Snyder; Miles;		Tch	49	3.2	2.9	3.1	3.0	3.1	3.1	3.0		
Taylor; LeBaron;		TL	28	3.4	3.3	3.2	3.1	3.2	3.2	3.2		
Krull; Muhlenbruch;		CC	37	3.5	3.6	3.3	3.4	3.5	3.3	3.4		
Grady; Boyd;		SCC	30	3.5	3.5	3.2	2.9	3.3	3.2	3.3		
Pauker; Lentz;		LCC	36	3.7	3.7	3.2	3.2	3.3	3.2	3.4		
Wargo; Chapin;		Doc	38	3.3	3.4	3.1	3.4	3.4	3.4	3.3		
Burdette; Steinwachs		ECC	6	3.0	3.0	2.8	3.0	3.2	3.2	3.0		
		Prn	39	3.5	3.5	3.4	3.3	3.4	3.4	3.4		
		Dir	171	3.2	3.1	2.9	2.9	3.1	3.0	3.0		
		Dn	11	3.1	2.5	2.7	3.0	2.9	3.2	2.9		
		IHE	31	3.0	2.9	2.8	2.7	2.6	2.7	2.8		
		PDS	48	3.5	3.3	3.3	3.3	3.4	3.4	3.3		
		SEA	3	3.0	3.3	3.0	3.3	3.7	3.0	3.2		
		TCW	4	2.8	2.8	2.5	2.5	2.7	2.5	2.6		
		Oth	53	3.1	3.2	3.0	3.1	3.1	3.0	3.1		
17. Luncheon Speech, Wednesday	167			3.7	3.6	3.3	3.2	3.4	3.2	3.4	3.4	3.4
Borenstein		Tch	15	3.8	3.7	3.3	3.5	3.6	3.2	3.5		
		TL	9	3.7	3.5	3.5	3.3	3.4	3.4	3.5		
		CC	12	3.6	3.6	3.7	3.5	3.6	3.5	3.6		
		SCC	10	3.8	3.7	3.4	3.3	3.5	3.3	3.6		
		LCC	9	3.5	3.5	3.3	3.4	3.4	3.4	3.5		
		Doc	11	3.9	3.8	3.2	3.0	3.5	3.3	3.5		
		ECC	1	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
		Prn	22	3.6	3.4	3.3	3.3	3.3	3.2	3.3		
		Dir	33	3.7	3.7	3.2	3.3	3.4	3.1	3.4		
		Dn	6	3.6	3.2	2.3	2.5	2.8	2.7	2.8		
		IHE	12	3.7	3.7	3.6	3.7	3.7	3.6	3.7		
		PDS	9	3.5	3.5	2.8	2.9	3.1	2.9	3.2		
		ExS	2	3.5	3.5	3.5	3.5	3.5	3.5	3.5		
		SEA	2	4.0	4.0	3.0	3.0	3.5	3.0	3.7		
		TCW	1	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
		Oth	13	3.5	3.5	3.0	2.7	3.1	2.9	3.2		

	Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status	
												XII	P78
18.	Strand V: Community Education	789			3.3	3.2	3.2	3.1	3.2	3.2	3.2	3.2	3.2
	Bonney; Parker;		Tch	60	3.2	3.2	3.2	3.3	3.1	3.1	3.2		
	Gromfin; Robinson;		TL	12	3.2	3.1	3.2	3.0	3.2	3.2	3.1		
	Minzey; Thompson;		CC	190	3.2	3.1	3.1	3.0	3.1	3.2	3.1		
	P.V. Collins; Lynch;		SCC	182	3.3	3.2	3.2	3.1	3.1	3.1	3.2		
	Riessman; Goddu;		LCC	123	3.2	3.1	3.1	3.0	2.9	3.2	3.1		
	Smith; Hill		Prn	87	3.4	3.3	3.2	3.3	3.3	3.2	3.3		
			Dir	65	3.6	3.3	3.5	3.6	3.6	3.5	3.5		
			Dn	5	2.2	2.0	2.0	2.0	2.0	2.0	2.0		
			IHE	8	3.0	3.1	3.1	3.0	3.1	3.1	3.1		
			PDS	15	3.3	3.2	3.2	2.5	3.7	3.1	3.2		
			SEA	10	3.9	3.1	3.1	3.9	3.9	3.1	3.5		
			Oth	32	3.3	3.2	3.2	3.2	2.9	3.0	3.1		
19.	Strand VI: Evaluation Fox; Bush; Florio;	569			3.2	3.0	3.0	2.8	3.0	3.0	3.0	3.0	3.0
	Wanous; Weusi-Turyear;		Tch	66	3.1	2.7	2.7	2.6	2.9	2.7	2.8		
	Olivarez; Perez;		TL	19	3.1	3.1	3.0	2.9	3.2	3.3	3.1		
	Templin		CC	17	3.0	3.0	3.0	2.9	2.0	3.0	2.8		
			SCC	4	3.2	3.0	3.5	3.0	2.2	3.0	3.0		
			Doc	41	3.3	3.2	3.0	3.1	2.9	3.1	3.1		
			ECC	8	2.8	2.7	2.6	2.5	2.6	2.7	2.7		
			Prn	118	3.4	2.9	3.0	2.7	2.8	2.9	3.0		
			Dir	142	3.2	3.0	3.2	2.7	3.3	3.1	3.1		
			Dn	28	3.1	3.1	2.9	2.9	3.1	3.0	3.0		
			IHE	17	3.4	3.3	3.2	3.2	3.2	3.3	3.2		
			PDS	72	3.3	3.0	3.2	3.0	3.4	3.2	3.2		
			SEA	1	2.0	3.0	2.0	2.0	3.0	2.0	2.3		
			TCW	4	3.2	3.2	3.0	3.0	3.0	3.0	3.1		
			Oth	32	3.0	3.0	2.7	2.6	2.5	2.6	2.8		

	Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status	
												XII	P78
20.	Strand VII: Exceptional Child	510			3.2	3.2	3.1	3.1	3.1	3.1	3.1	3.0	3.2
	Barry; Mann; McClung;		Tch	147	3.3	3.1	3.1	3.0	3.1	3.1	3.1		
	Corrigan; Behrens;		TL	51	3.1	2.7	2.9	2.7	2.7	2.9	2.8		
	Morsink; Reynolds;		CC	6	3.5	3.5	3.7	3.3	3.5	3.5	3.5		
	Hilliard; Jackson;		SCC	21	3.2	2.9	3.5	3.0	3.3	2.9	3.1		
	Gartner; Seltzer;		LCC	1	4.0	3.0	3.0	4.0	3.0	3.0	3.3		
	Reese; Mancusi;		Doc	6	3.3	3.3	3.3	3.2	3.3	3.4	3.3		
	Gardner; Murphy;		ECC	42	3.5	3.2	3.1	3.3	3.3	3.4	3.3		
	Erickson; McDermott;		Prn	70	3.4	3.2	3.0	2.9	3.0	3.0	3.1		
	Mehan; Barnhardt; Thier;		Dir	54	3.2	3.1	3.1	3.2	2.9	2.8	3.0		
	Trumbull		Dn	18	3.7	3.7	3.5	3.7	3.7	3.7	3.7		
			IHE	24	3.6	3.4	3.4	3.3	3.4	3.3	3.4		
			PDS	21	3.3	3.1	2.9	3.1	3.5	3.5	3.2		
			SEA	8	3.5	3.6	3.1	3.4	3.5	3.6	3.4		
			Oth	41	3.3	3.2	3.1	3.0	3.4	3.1	3.2		
21	Strand VII: Documentation	357			3.4	3.3	3.1	3.2	3.2	3.3	3.3	3.3	3.3
	Miller; Ianni; Burry;		Tch	13	3.3	3.3	3.0	3.0	3.1	3.1	3.1		
	Lauderdale; Barnes;		TL	33	3.4	3.4	3.1	3.1	3.3	3.3	3.3		
	Hughey; Andrews;		CC	1	2.0	2.0	2.0	2.0	2.0	2.0	2.0		
	Aranda		SCC	1	4.0	3.0	3.0	4.0	4.0	4.0	3.7		
			Doc	110	3.3	3.3	3.0	3.0	3.2	3.4	3.2		
			ECC	2	3.5	2.5	3.5	3.5	2.5	3.0	3.1		
			Prn	12	3.4	3.4	3.4	3.4	3.4	3.4	3.4		
			Dir	98	3.4	3.3	3.3	3.3	3.2	3.3	3.3		
			Dn	15	3.8	3.6	3.2	3.7	3.3	3.7	3.5		
			IHE	12	3.3	3.4	3.3	3.3	3.5	3.4	3.4		
			PDS	38	3.5	3.2	3.0	3.1	3.2	3.3	3.2		
			Oth	22	3.4	3.3	3.3	3.7	3.4	3.5	3.4		

	Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status XII	Average by Project Status P78
22.	Luncheon Speech; Thursday Minzey	119			3.7	3.7	3.4	3.5	3.6	3.5	3.6	3.5	3.7
			Tch	12	3.7	3.7	3.6	3.4	3.5	3.5	3.5		
			TL	5	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
			CC	8	3.6	3.6	3.2	3.6	3.5	3.4	3.5		
			SCC	6	3.7	3.8	3.7	3.7	3.8	3.3	3.6		
			LCC	7	3.7	3.7	3.5	3.4	3.4	3.8	3.5		
			Doc	6	3.3	3.7	3.3	3.0	3.2	2.8	3.2		
			ECC	2	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
			Prn	19	3.8	3.7	3.6	3.6	3.7	3.7	3.7		
			Dir	25	3.6	3.6	3.2	3.5	3.5	3.3	3.5		
			Dn	4	4.0	3.7	3.3	3.5	3.7	4.0	3.7		
			IHE	8	3.7	3.9	3.9	4.0	3.8	3.8	3.8		
			PDS	7	3.3	3.4	2.8	3.2	3.0	2.6	3.1		
			SEA	2	4.0	4.0	3.0	3.5	4.0	3.0	3.6		
			TCW	1	4.0	4.0	3.0	4.0	3.0	3.0	3.5		
			Oth	7	4.0	3.8	3.3	3.3	3.0	3.0	3.7		
23.	Banquet Address Chisholm	42			3.7	3.6	3.5	3.5	3.6	3.5	3.6	3.6	3.6
			Tch	5	4.0	4.0	3.8	4.0	4.0	4.0	4.0		
			TL	2	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
			CC	5	3.8	3.8	3.8	3.8	3.8	3.8	3.8		
			SCC	3	3.0	2.3	2.3	2.3	2.7	2.3	2.5		
			LCC	1	4.0	4.0	-	4.0	4.0	4.0	4.0		
			Doc	4	3.5	3.5	3.7	3.7	3.5	3.7	3.5		
			Prn	6	3.4	3.4	3.4	3.7	3.5	3.5	3.5		
			Dir	8	3.9	3.9	3.7	3.7	3.9	3.7	3.8		
			IHE	1	4.0	4.0	3.0	2.0	3.0	2.0	3.0		
			PDS	2	3.0	2.5	2.0	2.0	2.5	2.0	2.3		
			ExS	1	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
			SEA	1	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
			Oth	3	3.7	3.7	3.0	3.0	3.7	3.7	3.4		

	Session/ Presentors	Number of Ratings	Role Groups in Session	Number of Ratings from Each Group	Obj A	Obj B	Obj C	Obj D	Obj E	Obj F	Average	Average by Project Status	
												XII	P78
24.	Forums	255			3.4	3.2	2.9	3.0	3.2	3.1	3.1	3.0	3.2
			Tch	40	3.2	3.1	2.8	2.9	3.1	3.0	3.0		
			TL	19	3.3	3.2	2.9	3.0	3.4	3.2	3.2		
			CC	17	3.0	3.0	2.9	3.1	2.9	3.1	3.0		
			SCC	27	3.2	3.2	3.1	3.0	3.2	3.2	3.1		
			LCC	7	3.3	3.1	2.7	2.8	2.8	2.8	2.9		
			Doc	21	3.3	3.2	2.7	2.9	3.1	2.9	3.0		
			ECC	3	4.0	3.7	4.0	3.5	3.7	3.7	3.8		
			Prn	37	3.5	3.2	3.0	2.9	3.2	3.0	3.1		
			Dir	37	3.5	3.3	3.0	3.2	3.2	3.0	3.2		
			Dn	2	3.0	3.5	-	-	3.5	-	3.3		
			IHE	7	3.4	3.1	3.0	3.2	3.2	3.3	3.2		
			PDS	18	3.4	3.3	3.0	3.2	3.3	3.2	3.3		
			SEA	4	4.0	3.7	3.0	3.0	3.7	3.0	3.7		
			TCW	1	4.0	3.0	3.0	3.0	4.0	4.0	3.5		
			Oth	15	3.3	3.3	2.8	3.3	3.0	3.1	3.1		
25.	Luncheon Speech, Friday Smith	29			3.2	3.2	3.3	3.3	3.0	3.1	3.1	2.8	3.5
			Tch	5	3.4	3.5	3.6	3.6	2.6	3.0	3.3		
			TL	2	3.5	3.0	3.5	3.5	3.5	3.5	3.4		
			CC	1	4.0	4.0	4.0	4.0	4.0	4.0	4.0		
			SCC	3	3.0	2.7	3.0	3.0	3.0	3.0	2.9		
			LCC	2	3.5	3.0	3.5	3.5	3.0	3.0	3.2		
			Doc	2	3.5	3.5	3.5	3.5	3.5	3.5	3.5		
			ECC	2	3.5	3.5	3.5	3.5	3.5	3.5	3.5		
			Prn	2	3.0	3.0	3.5	3.0	3.0	3.5	3.2		
			Dir	5	3.4	4.0	3.4	3.2	3.2	3.2	3.3		
			Dn	1	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
			IHE	1	1.0	1.0	-	1.0	1.0	-	1.0		
			SEA	1	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
			Oth	2	2.5	2.5	2.5	-	2.0	2.0	2.3		